DOCUMENT RESUME

ED 065 964 EC 042 832

TITLE	Emotionally Disturbed -- Research; A Selective Bibliography.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Jul 72
NOTE	29p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts; *Bibliographies; *Emotionally Disturbed; *Exceptional Child Research; Guidelines

ABSTRACT

The selected bibliography of research on the emotionally disturbed contains approximately 90 abstracts with indexing information which are explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are chosen using the stated criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information in the bibliography explains how to read the abstract (a sample abstract is included with different parts identified), how to use the author and subject indexes, and how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are included). Other introductory information included are an order blank for Exceptional Child Education Abstracts, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles have been selected for the bibliography. Publication dates of documents abstracted range from 1966 to 1971. (CB)

ED 065964

EMOTIONALLY DISTURBED—RESEARCH

A Selective Bibliography

July 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 618

EC 092 832

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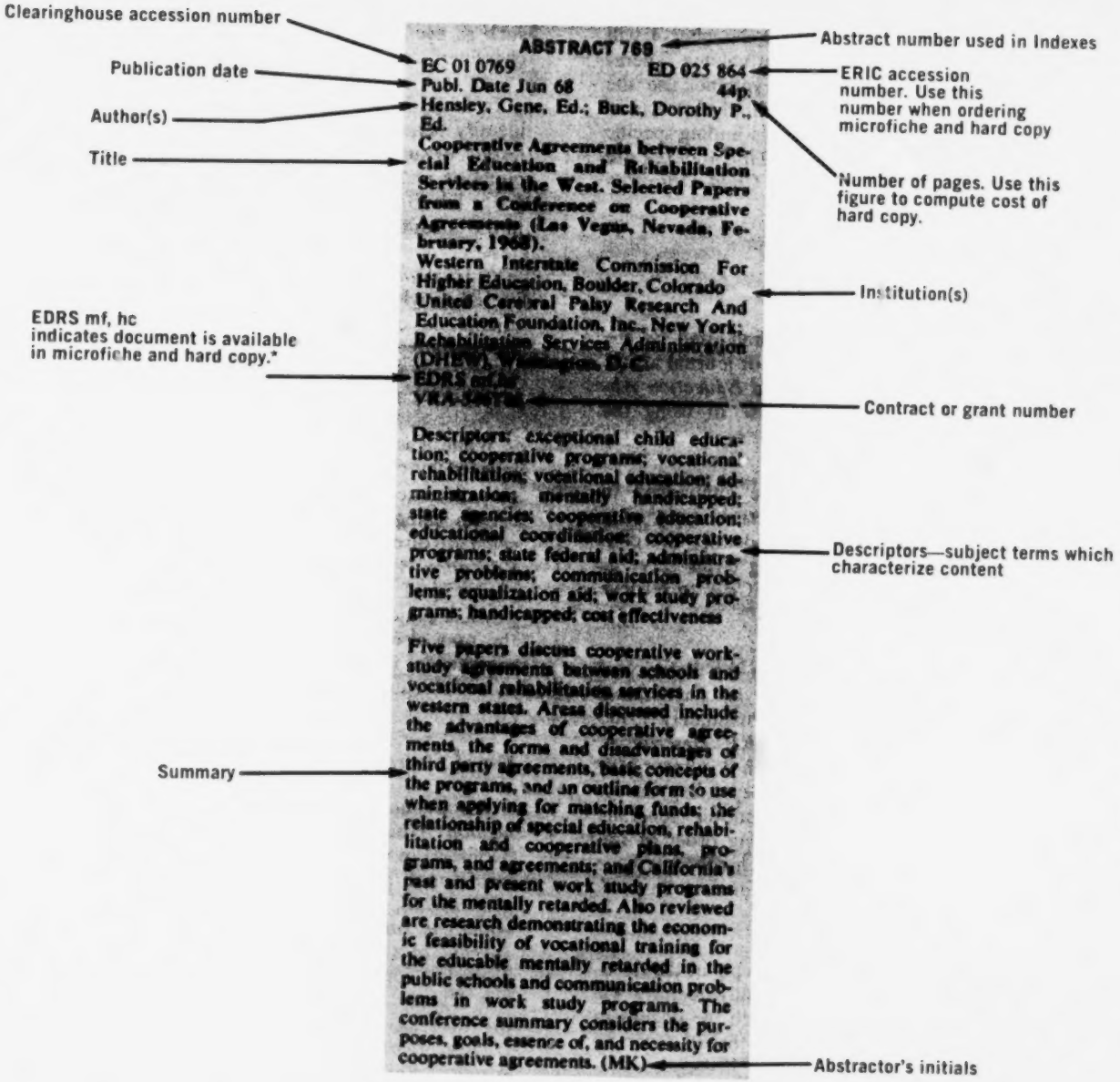
Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
Publication date
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D.C.
Institution(s)
EDRS mf, hc
indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-3267-S
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

Terms Searched

Index terms used to retrieve information on *Emotionally Disturbed—Research* from the Center's computer file of abstracts are listed alphabetically below:

Autism
Behavior Problems
Emotional Maladjustment
Emotional Problems
Emotionally Disturbed
Emotionally Disturbed Children
Exceptional Child Education
Exceptional Child Research
Mental Illness
Schizophrenia

Journals

Abstracts of journal articles from the following periodicals appear in this bibliography:

American Journal of Orthopsychiatry
Behavior Therapy
Behavioral Science
Child Development
Exceptional Children
Journal of Abnormal Psychology
Journal of Autism and Childhood Schizophrenia
Journal of Education
Journal of Nervous and Mental Disease
Journal of Special Education
Journal of Speech and Hearing Disorders

ABSTRACTS

ABSTRACT 10398

EC 01 0398 ED 019 784
Publ. Date 66
Stott, D. H.
Studies of Troublesome Children.
EDRS not available

Descriptors: exceptional child research; delinquency; behavior; emotionally disturbed; truancy; adolescents; children; delinquents; delinquency causes; delinquency prevention; delinquent identification; tests; delinquent rehabilitation; family environment; social workers; maladjustment; behavior problems; case studies (education); Scotland

Two studies are reported and their implications discussed. In the first study an attempt was made to avert delinquency n children (aged 12 and 13) by identifying the delinquency prone and treating a portion of them by family casework methods. Through use of the Delinquency Prediction Instrument and the Bristol Social Adjustments Guides, 33 children were selected and divided into three groups--(1) those whose families displayed one of 12 definite patterns of adverse child-parent relationships (15 children), (2) those whose families displayed elements of one of the patterns but not at a critical level (13 children), and (3) those whose families were apparently stable (five children). Case studies were made of each of the children. School Welfare Officers followed a plan of situational treatment of the subjects (relief from stressful situations to allow more effective therapy and personnel guidance). General conclusions from the case studies indicated that there was a high incidence of somatic-neural impairment (mostly of congenital origin), which under stressful conditions resulted in behavior disturbance. Cultural deviance, especially family disintegration, was also found to be a stressful condition. Results of treatment indicated that all five cases in group three ceased disruptive behavior, eight of group two's cases were successful (four other children were sent to approved schools and one was put on probation), and seven from group one were successfully treated (three others remained static, and five were removed from the home). Recommendations for treatment of behavior problems include facilities for diagnosis, tutorial provision, residential schooling and industrial training, and leisure time provision. The second study dealt with 305 truants between 5 and 15 years of age, two controls were selected for each truant, and all were tested with the Bristol Social Adjustment Guides. Results indicated that truants suffer from ill health, temperamental instability, and severe maladjustment. After the two studies are reviewed, the wider implications of these studies, types of maladjustment, the law of multiple congenital impairment, and a general theory of human motivation are discussed. A bibliography lists 82 items. This document was published by the Humanities Press, Inc., 303 Park Avenue South, New York, New York 10805, and is available for $5.50. (RS)

ABSTRACT 10428

EC 01 0428 ED 015 611
Publ. Date 67
Coffey, Herbert S.;
Group Treatment of Autistic Children. Prentice-Hall Psychology Series.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; psychotherapy; psychotic children; schizophrenia; psychosis; group therapy; autism; children; day care programs; case studies (education); behavior rating scales; play therapy; East Bay Activity Center (Berkeley); Berkeley

At the East Bay Activity Center in Berkeley, California, treatment involved the mixing of autistic children with less severely disturbed children. Non-autistic children in the group were expected to act as catalysts by trying to form some type of socially mature relationship with the autistic children while the therapist encouraged interaction. Hypothesis one stated that treatment employed at the center and particularly in the play activity group should aid the children, both autistic and non-autistic, in developing more socially mature types of interaction. Behavior ratings of the children were made by observers. The Wilcoxen Signed Ranks Test showed no significant improvement for the group during either year of the program. Measurement of individual children's changes by means of t tests showed that of six children in the first year's group, two showed significant changes in levels of interaction (at .005 and .001 levels). During the second year, of eight children, two showed significant changes in levels of interaction (at .01 and .001 levels). None of the children was classified as autistic. Comparisons of monthly mean fluctuations of the autistic children with the catalysts by means of t tests were not significant. Hypothesis two stated that the treatment program should result in the nonsocial autistic children's gradually diminishing their amount of dependent interactions with the therapist and beginning to interact with other children in the group. The Wilcoxen Signed Ranks Test revealed no significant differences for either year in proportion of interaction with other members of the group between the beginning and the end of the year. The bibliography lists 12 items. Descriptive accounts of the therapeutic methods used, anecdotal records of the children involved, the results of a followup study, a discussion of the nature of autism, and a brief summary of the philosophy of group therapy are included. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. (TM)

ABSTRACT 10635

EC 01 0635 ED 024 195
Publ. Date Sep 67 104p.
Miller, Rozelle J.
Educational Programming in Simulated Environments for Seriously Emotionally Handicapped Elementary School Children. Final Report.
Maryland State Department of Education, Baltimore
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-32-30-0000-1028
BR-5-0396

Descriptors: exceptional child research; emotionally disturbed; behavior; teaching methods; achievement; behavior change; academic achievement; elementary school children; simulated environment; simulation; social studies units; interpersonal competence; problem solving; group relations; reading comprehension; behavior rating scales; student grouping

Sixty-four emotionally handicapped elementary school students with no neurological defect or subnormal intelligence were randomly assigned to four experimental regular classes, two experimental special classes, four contrast (conventional) regular classes, and two contrast special classes. The experimental classes received a modified curriculum utilizing the simulated environments technique through the unit approach in social studies with primary emphasis placed upon interaction in small group situations. The contrast classes received whatever was available in their schools or individual instruction in a highly structured environment. Results indicated significant differences (p less than .01) favoring the experimental groups in interpersonal relationships, personal effectiveness in social situations, and use of problem solving skills. However, there were no differences between regular and special class groups. Improvement was noted in all groups on the behavior scales. The only significant difference in academic achievement was in reading comprehension and favored the special classes (p less than .05). It was concluded that the experimental technique has a positive effect on the ability of these children to relate with others and to apply problem solving skills to learning and personal problems. (Author/RS)

ABSTRACT 10640

EC 01 0640 ED 024 203
Publ. Date Jun 68 241p.
Rubin, Eli Z. and Others
An Investigation of an Evaluation Method and Retraining Procedures for

Emotionally Handicapped Children with Cognitive-Motor Deficits. Interim Report. Part I, Testing for Cognitive-Perceptual-Motor Dysfunction.
Lafayette Clinic, Detroit, Michigan
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-32-32-7545-5017
BR-7-0319; BR-5-0404

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; perceptual motor coordination; psychomotor skills; nonverbal learning; elementary grades; visual perception; behavior; adjustment problems; eye hand coordination; maladjustment; intelligence; linguistics; performance factors; task performance; screening tests; perceptually handicapped

Using a 41-test battery of cognitive-perceptual-motor tests supplemented by standardized tests of intelligence, visual perception, eye hand coordination, linguistics, and non-verbal integration, a group of 200 maladjusted school age children from grades 1, 2, 3, and 5 was compared with a group of problem-free children similar in size, sex distribution, and other relevant characteristics. The findings supported the hypothesis that a significant percentage of maladjusted school children have serious immaturities in cognitive-perceptual-motor functioning which are associated with their behavior maladjustment and learning disorder. Two clearly distinguishable groups were found within each maladjusted grade group: a low dysfunction group of 60% who functioned well and similar to the problem-free children on cognitive motor tasks; and a high dysfunction group of 40% who were extremely low in their performance. This high dysfunction group was considered highly vulnerable to problem behavior and learning disorder, needing maximum attention at school. A major product of the research, a complete test procedure, which was refined for economical use as a screening instrument in schools, clinics, and day care centers, and which provides information useful in remedial and retraining programs, is included. The final report is also in the ERIC system. (Author)

ABSTRACT 10641

EC 01 0641 ED 024 204
Publ. Date Jun 68 159p.
Rubin, Eli Z. and Others
An Investigation of an Evaluation Method and Retraining Procedures for Emotionally Handicapped Children with Cognitive-Motor Deficits. Final Report.
Lafayette Clinic, Detroit, Michigan
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-32-32-7545-5017
BR-7-0319; BR-5-0404

Descriptors: exceptional child research; emotionally disturbed; achievement; behavior; learning disabilities; perceptually handicapped; psychomotor skills; perceptual motor coordination; cognitive development; tests; academic achievement; remedial instruction; training; primary grades; profile evaluation; average students; maladjustment; adjustment problems

To assess the effects of specialized retraining of cognitive, perceptual, and motor (CPM) deficits, a battery of tests was prepared and used with 200 behaviorally maladjusted and 200 problem-free children. The composite score indicated that 40% of the maladjusted group manifested major dysfunction whereas none of the problem-free group demonstrated such deficits. Fifty-eight of the maladjusted subjects (from grades 1, 2, and 3) with high dysfunction and academic retardation were selected and assigned to three groups. Thirty received CPM training based on their profiles; 14 were given remedial work based on a survey of their academic skills and IQ results; 14 served as controls. Measures of academic achievement and behavioral adjustment were devised and a test-retest design was used. The results indicated that CPM training was most applicable to children who had developed few, if any, academic skills, appropriate for children at the first grade or below. Programs combining training and remedial instruction were seen to be required for children of second grade or above. Testing and training materials are appended. The interim report is also in the ERIC system. (Author/JD)

ABSTRACT 10797

EC 01 0797 ED 025 074
Publ. Date 01 Oct 68 277p.
Burton, Lindy
Vulnerable Children; Three Studies of Children in Conflict: Accident Involved Children, Sexually Assaulted Children and Children with Asthma.
EDRS not available
Schocken Books Inc., 67 Park Avenue, New York, New York 10016 ($6.50).

Descriptors: exceptional child research; emotionally disturbed; personality; behavior; environmental influences; personality tests; parent child relationship; traffic accidents; personality studies; personality problems; projective tests; socially deviant behavior; psychological needs; need gratification; self esteem; affection; crime; asthma; disadvantaged youth; family environment; delinquents

Three retrospective studies relate children's socially inappropriate behavior to needs for approval and self assurance. Four girls and 16 boys (a sex difference of p equals .006) involved in road accidents, aged from 5 to 15, who were consecutively admitted to a hospital for arm and leg fractures were matched with controls. The accident children shared a history of environmental stress and frustration, were more assertive and unsettled, and showed constitutional hyperactivity and lowered tolerance for stress. A study of sexual assault reported to the police involved 41 school-age victims, who were found to have significantly (p equals .05 less than .02) greater affection seeking behavior than the controls (four for each subject). It was concluded that this need set the stage for sexual acting out and, if the need were met legitimately, it would be outgrown and the assault would not affect subsequent personality development. A study of 25 consecutive child referrals to a desensitizing clinic and inpatient wards found these asthmatic children to be more unsettled than their matched controls (p equals .005), experienced more deviant maternal attitude (mothers more assertive, p equals .001), and viewed the environment as more threatening (p equals .005). Results thus suggested that the asthma attack was a protest against an over-dominant environment. (MM)

ABSTRACT 11164

EC 01 1164 ED N.A.
Publ. Date Feb 68 7p.
Stark, Joel and Others
Increasing Verbal Behavior in an Autistic Child.
Stanford University School of Medicine, Palo Alto, California
Office of Education (DHEW), Washington, D. C.
EDRS not available
OE-P-6-8527
Journal of Speech and Hearing Disorders; V33 N1 P42-8 Feb 1968

Descriptors: exceptional child research; behavior; learning; reinforcement; emotionally disturbed; learning disabilities; behavior change; verbal operant conditioning; discrimination learning; auditory discrimination; language development; autism; patterned responses; perceptual motor coordination; case studies (education)

A 5-year-old autistic boy received therapy for a 5-month period. At the onset he was virtually unresponsive to all types of environmental stimuli. The training program began with non-vocal imitation (gross physical activities). The stimuli were then gradually directed toward the face and mouth, and the transition to vocal imitation accomplished. Efforts were next directed toward using sounds and movements to name things. After learning to label a dozen pictures and objects, training in verbal discrimination was begun with identifying pictures in response to spoken sounds and obeying simple commands. Although remaining profoundly disturbed, the boy could copy letters and figures, reproduce new words with four phonemes, and obey commands requiring three discriminations. (JB)

ABSTRACT 11526

EC 01 1526 ED 029 428
Publ. Date Jan 69 401p.
DesLauriers, Austin M.; Carlson, Carole F.
Your Child is Asleep: Early Infantile Autism. The Dorsey Series in Psychology.
EDRS not available
The Dorsey Press, Inc., 1818 Ridge Road, Homewood, Illinois 60430 ($10.60).

Descriptors: exceptional child research; reinforcement; autism; case studies (education); parent role; identification; testing; neurological organization; parent

child relationship; therapeutic environment; language development; withdrawal tendencies (psychology); communication problems; positive reinforcement; operant conditioning; clinical diagnosis; child development

Focusing on the education of the autistic child as an awakening process, the book discusses the role of meaningful human communication and reports a research program which applied a therapeutic educational technique. The development of language in children, the diagnosis of an autistic child, autistic behavior and sensory and emotional deprivation, and etiological considerations in sensory deprivation and early infantile autism are discussed. Treatment techniques are described and involve the following considerations: developmental arrest, family role of maintaining a climate of high affective arousal, the clinical setting, the role of the therapist, and the operant conditioning approach. Case studies of five autistic children are reported from the beginning of treatment to school placement and/or followup; also reported are family relationships and changes, testing of autistic children, and implications of results for other childhood deviations. An appendix lists statistical data for the five children on the Vineland and Fels Behavior Scales. (RJ)

ABSTRACT 11692

EC 01 1692 ED 030 247
Publ. Date 15 Sep 68 482p.
Ferster, C. B.
Treatment and Education of Autistic Children; Combined Application of Clinical and Laboratory Methods. Final Report.
Institute for Behavioral Research, Silver Spring, Maryland
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-32-30-7515-5024
BR-5-0402

Descriptors: exceptional child research; autism; emotionally disturbed; operant conditioning; residential schools; reinforcement; behavior change; student evaluation; training techniques; therapeutic environment; case studies (education); early childhood; teaching methods; environmental influences; clinical diagnosis; staff improvement; programed instruction; professional education; inservice education

The report describes a 3-year project which utilized the techniques of experimental psychology and the principles of operant conditioning to gain in the understanding and treatment of autistic and schizophrenic children. Included are discussions of the autistic child, the project itself, arbitrary and natural reinforcement, the setting and therapeutic procedures, and training procedures and materials used in the clinical training program for staff. Courses in teaching principles of reinforcement and in principles of behavior, both by Fred S. Keller, are provided. The classification and description of the autistic child's behavior are considered; and a clinical, experimental, and behavioral description of a single child is provided. School room experiments are considered, and a clinical description is given of the population included in the study along with an evaluation of the changes in the children in the program. (JD)

ABSTRACT 11709

EC 01 1709 ED N.A.
Publ. Date Feb 67 14p.
Schell, Robert E. and Others
Development of Language Behavior in an Autistic Child.
EDRS not available
Journal of Speech and Hearing Disorders; V32 N1 P51-64 Feb 1967

Descriptors: exceptional child research; emotionally disturbed; autism; speech therapy; behavior change; reinforcement; visual discrimination; auditory discrimination; attention control; verbal development

The treatment program for a nonverbal autistic 4 1/2-year-old boy was based on operant conditioning principles, with candy as a primary reinforcer. Goals were to increase the variety and frequency of the subject's behavior, to bring his behavior under stimulus control, and to establish people as sources of discriminative and reinforcing stimuli. The subject received 75-minute sessions three times a week; the program included sorting and auditory discrimination tasks, prompting and shaping of verbal behavior through game activities and eliciting nonverbal behavior and its verbal control by others. After 45 sessions, the subject displayed curiosity, giggled appropriately, responded to his name, and reacted to the clinician and to other persons. (MK)

ABSTRACT 11719

EC 01 1719 ED N.A.
Publ. Date Nov 67 5p.
Wolf, Enid G.; Guttenberg, Bertram A.
Communication Therapy for the Autistic Child.
EDRS not available
Journal of Speech and Hearing Disorders; V32 N4 P331-5 Nov 1967

Descriptors: exceptional child research; emotionally disturbed; language handicapped; communication (thought transfer); reinforcement; autism; communication problems; teaching methods; speech improvement; speech therapy; language development; verbal communication; therapeutic environment

Methods for developing language and communication in the autistic child based on the premise that infantile autism is a disorder pervading the entire range of ego functioning were used with autistic children (ages 2 1/2 -5 years) in a day-care center. Most children had no words at the time of admission; few had echolalic speech. Because these children respond to intensive communication stimulation such as is given to a normal infant, the child-care workers who had primary care of the children were encouraged to initiate frequent vocalization and to reinforce the children's efforts. When the child was able to achieve some relationship with the child-care worker, formal attempts at communication therapy were begun. Individual therapy sessions, conducted in a special room with a task-oriented atmosphere, were scheduled at regular times. The production of sounds, the mechanics of imitation, and word acquisition were encouraged. Results indicated that most of the autistic children progressed through babbling and jargon to the beginning use of words. Suggestions were that these children need a constant, simplified, and concrete physical and linguistic world. (GD)

ABSTRACT 11998

EC 01 1998 ED 031 030
Publ. Date Mar 69 83p.
Kotting, Charles P.; Brozovich, Richard W.
A Descriptive Follow-Up Study of a Public School Program for the Emotionally Disturbed. Final Report.
Oakland Schools, Pontiac, Michigan, Division of Special Education
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-085068-3628(032)
BR-8-5068

Descriptors: exceptional child research; emotionally disturbed; followup studies; special classes; adjustment (to Environment); academic achievement; attendance; grade point average; behavior rating scales; student evaluation; dropouts; family relationship; student placement; behavior problems; records (forms)

Background and followup data were obtained for 183 subjects who had been enrolled in the School Adjustment Program (ASP), a public school program for emotionally disturbed children. Average age of the subjects at the time of followup was 16-7; mean age at entrance was 10-10; mean IQ, 96.9; average length of stay in the program, 16.7 academic months. As a group, the subjects were not successful in their school careers after leaving ASP. They received poor ratings by current teachers in both academic and social behavior. Among subjects over 16, 43% were known to have dropped out of school. Other measures of adjustment, such as grade point average, police records, and school suspension or exclusion indicated poor adjustment by former ASP students. Variables measured prior to ASP entrance that were related to the highest number of criteria of successful later adjustment included a rating on stability of the subject's family, age of ASP entrance, and whether the subject's behavior was categorized as acting out or withdrawn. Other variables related to adjustment criteria included IQ, academic retardation, retention prior to ASP, and a history of mental health treatment. Information is included on the subjects' and the program's characteristics (Author/JD)

ABSTRACT 12079

EC 01 2079 ED N.A.
Publ. Date 66 146p.
Rutter, Michael
Children of Sick Parents; An Environ-

mental and Psychiatric Study. Institute of Psychiatry, Maudsley Monographs, No. 16.
EDRS not available
Oxford University Press, 200 Madison Avenue, New York, New York 10016.

Descriptors: exceptional child research; emotionally disturbed; family (sociological unit); parents; mental illness; one parent family; parent influence; deaf; parent child relationship; family relationships; psychological characteristics; family problems; psychotic children; schizophrenia; Great Britain

To study the relationship between sick parents and their children, the records of the 922 children who attended the children's psychiatric clinic at Maudsley Hospital (London, England) in 1955 and 1959 were examined. As a control, records of children attending dental and pediatric clinics were studied. Data on parental illness were obtained from case notes. A random sample of Maudsley adult patients who were also parents was used as the parent control group. One out of five children attending Maudsley Hospital for psychiatric disorder had a mentally ill parent. The incidence of parental mental illness was 1/3 this great for the control groups. The association with children's psychiatric disorders was greater with parental mental disorder, but was also apparent with chronic physical illness or death of a parent. Also covered in the study are bereavement in childhood, parental deaths, characteristics of children with parents having psychiatric or physical illness, and relationships between the form of illness in the parent and form of disorder in the children. (LE)

ABSTRACT 20220

EC 02 0220 ED N.A.
Publ. Date Feb 67 18p.
Goldfarb, William
The Causes of Childhood Schizophrenia.
National Clearinghouse for Mental Health Information, Chevy Chase, Maryland;
National Institute of Mental Health, Bethesda, Maryland
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).
From Mental Health Program Reports, No. 1568, P. 141-58. A Public Health Service Publication.

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; etiology; minimally brain injured; self concept; body image; clinical diagnosis; testing; perceptually handicapped; intelligence; family relationship; family problems; parent child relationship; residential care; day programs; socialization

A research program involving schizophrenic children aged 6 to 11 years in residential treatment was begun 12 years ago. Of the 129 schizophrenic children studied, two-thirds were catagorized as organic (probable brain damage) and one third as nonorganic (no probable brain damage). Extreme emotional reactions appeared related to three defects found common to all the schizophrenic children in the use of the senses, especially hearing: deficient processing of perceptual information, deficient self awareness (these two defects lead to tense and space confusions), and difficulty in communicating with other people. The families of the organic children were significantly more normal with the child's symptoms probably coming from family-child interactions when he failed to respond normally to his enviroment than were the families of the nonorganic children, whose children's symptoms appeared to be maladaptive reactions to an abnormal environment which in turn was shaped by parental perplexity. In tests of perception, cognition, and psychomotor functions, the organic and nonorganic groups were markedly inferior to a normal group, and in all except the finger discrimination test, the organic group was inferior to the nonorganic one. The prenatal and perinatal histories of schizophrenic children showed half again as many reproduction complications as siblings and public school children, with a significant difference for boys. Under residential treatment both groups improved, but only the nonorganic group reached normal performance in skill subjects. In a 3-year experiment to compare day and residential treatment for two matched groups of 13 children each, the organic children profited equally in both, but the nonorganic children improved only in the residential program. (JA)

ABSTRACT 20286

EC 02 0286 ED N.A.
Publ. Date May 69 9p.
Weinstein, Laura
Project Re-Ed Schools for Emotionally Disturbed Children: Effectiveness as Viewed by Referring Agencies, Parents, and Teachers.
EDRS not available
Exceptional Children; V35 N9 P703-11 May 1969

Descriptors: exceptional child research; emotionally disturbed; educational therapy; residential schools; behavior change; program evaluation; parent attitudes; student adjustment; academic achievement; behavior rating scales; teacher attitudes; Project Re-Ed

The home and school adjustment of children who entered two Re-Ed schools for emotionally disturbed children were studied before and after the Re-Ed intervention. The schools offered a short term residential program for school age, preadolescent children, who were too disturbed or disturbing to be maintained at home or in a regular school, but who did not require hospitalization. Three scales were developed to measure dimensions of particular interest: the Symptom Checklist of problem behaviors; the Social Maturity Scale adapted from the Vineland; and the Semantic Differential of the child as described and as desired by the parent. According to their parents, after Re-Ed the children displayed fewer symptoms, were more socially competent, were more relaxed, and were less aggressive and more dominant than they had been. Their teachers saw them as being less disruptive in class, working harder, being mote able to face new or difficult situations, and having better relationships with their classmates. Improvement in academic adequacy was significant for children from one of the two schools; they showed a substantial increase in rate of acquisition of academic skills after Re-Ed, but they were not up to age or grade norms. (Author/LE)

ABSTRACT 20359

EC 02 0359 ED N.A.
Publ. Date Dec 67 9p.
Alpern, Gerald D.
Measurement of Untestable Autistic Children.
EDRS not available
Journal of Abnormal Psychology; V72 N6 P478-86 Dec 1967

Descriptors: exceptional child research; autism; emotionally disturbed; testing; test reliability; correlation; predictive ability (testing); test validity; social maturity; intelligence

To aid in the psychometric evaluation of young autistic children, a 20-minute test (IIP, for infant items passed) was adapted from the Cattell Infant Scale. The IIP was administered to 14 autistic children, with an average age of 5 years, and then readministered after 3 days; scores were correlated with independent clinical judgments and with social ages on the Vineland Scale. A test-retest correlation of .93 and item analyses demonstrated high reliability. Four of five correlations between test scores and the validating criteria were signifcant. Conclusions were that autistic children are not psychometrically untestable and that they may differ from other severely cognitively handicapped children primarily by virtue of having fewer motor disabilities. (Author/LE)

ABSTRACT 20383

EC 02 0383 ED N.A.
Publ. Date Oct 69 8p.
Brown, Richard A. and Others
Treatment of Extreme Negativism and Autistic Behavior in a 6 Year Old Boy.
EDRS not available
Exceptional Children; V36 N2 P115-22 Oct 1969

Descriptors: exceptional child research; emotionally disturbed; behavior change; autism; reinforcement; case studies (education); parent participation

A 6-year old boy with negativistic and autistic behavior was observed to have 100% noncompliance with requests. The therapist then enforced demands for physical action as calmly and detachedly as possible. Eventually a reinforcement system was introduced. His negativism and tantrums declined while relevant behaviors increased. At school he had previously earned less than 500 points a week on a reinforcement system; after individual training he increased to 2,500.

His parents learned reinforcement techniques and reported improved behavior. (RJ)

ABSTRACT 20622

EC 02 0622 ED N.A.
Publ. Date Sep 66 8p.
Pronovost, Wilbert and Others
A Longitudinal Study of the Speech Behavior and Language Comprehension of Fourteen Children Diagnosed Atypical or Autistic.
EDRS not available
Exceptional Children: V33 N1 P19-26 Sep 1966

Descriptors: exceptional child research; speech handicapped; emotionally disturbed; longitudinal studies; speech habits; institutionalized (persons); perceptually handicapped; mental illness; autism; case studies (education); speech handicaps; language handicaps; retarded speech development

A case study approach used informal and controlled clinical observations and analyses of tape recordings during a 2-year period to develop detailed descriptions of the speech behavior, language comprehension, and general functioning of 14 institutionalized children diagnosed autistic or atypical. They were classified by speech behavior into two groups. The vocalization group was characterized by phonations bearing no resemblance to words and by speech showing prolonged monotonal vocalizations, extremes of high and low pitch and loudness level, and deviant voice quality. The talking group (n equals 6) produced intelligible sounds and words initiating or suggesting speech; speech consisting of words, phrases, and sentences; and nonspeech vocalizations (also with wide variation in pitch, intensity and quality) characterized by echolalia and delayed echolalia. Language comprehension of both groups seemed influenced more by gestural, tonal, and situational clues than by linguistic content. Unlike the talking group, the vocalization group was unresponsive to nonspeech environmental sound stimuli. Their responses to visual and auditory stimuli strongly indicated cognitive and perceptual dysfunction. It was thus suggested that simplified, structured language activities be used with such children. Suggested procedures are detailed. (JD)

ABSTRACT 20838

EC 02 0838 ED 032 706
Publ. Date Oct 68 76p.
Graubard, Paul S.
An Investigation of Reading Correlates of Emotionally Disturbed and Socially Maladjusted Children: The Relevance of a Classification Scheme to Educational Characteristics.
Yeshiva University, New York, New York
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-1-6-062542-1589
BR-6-2542

Descriptors: exceptional child research; emotionally disturbed; behavior; reading; intelligence; behavior patterns; reading achievement; psycholinguistics; behavior rating scales; student evaluation; testing; teacher attitudes; intelligence factors

To ascertain whether subjects with similar behavior profiles also showed similar psychoeducational problems, 108 emotionally disturbed boys (aged 9 to 14 years) were studied. Teachers rated the behavior of children in their classes using the Quay Behavior Problem Checklist; subjects were also given achievement and intelligence tests. Seven subgroups were found as were some educationally relevant variables associated with behavior clusters. Groups differed to some extent with respect to IQ and associated factors; no differences were found in terms of psychometric characteristics. Indications were that grossly different curricula would not be necessary, and that the overlap between behavioral characteristics and learning characteristics was not great. When compared with normals the disturbed groups showed distinctive differences; no group, however, was retarded in reading relative to mental age, but the majority of teachers perceived subjects to be achieving far below what psychometric instruments showed. (RJ)

ABSTRACT 20930

EC 02 0930 ED 032 661
Publ. Date 67 239p.
Hill, John P., Ed.
Minnesota Symposia on Child Psychology. Volume 1.
Minnesota University, Minneapolis. Institute of Child Development
EDRS not available
The University of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55414 ($5.00).

Descriptors: exceptional child research; emotionally disturbed; reinforcement; behavior change; schizophrenia; autism; negative reinforcement; behavior problems; withdrawal tendencies (psychology); operant conditioning; social reinforcement; language development; imitation; stimulus generalization

Ten Schizophrenic and Austistic Children who exhibited self destructive, tantrum, echolalic, and self stimulatory behaviors were treated by reinforcement therapy. Reinforcement withdrawal, in the form of interpersonal isolation contingent upon self-destruction, and electrical shocks served to extinguish these behaviors in some children. Reinforcement withdrawal contingent upon echolalic behavior, and reinforcement delivery, contingent upon appropriate speech, were found to decrease echolalic speech. Observations led to the conclusion that as an appropriate behavior was strengthened by reinforcement, self-stimulatory behavior decreased in strength. Children learned to seek contact with adults through shock avoidance training. Establishment of speech in previously mute children was accomplished through verbal imitation training; imitation was also used to facilitate the acquisition of complex social and preschool behaviors. Because of the problem of generalization to life outside the hospital, parents were taught to employ the training procedures in the child's day-to-day environment. (LE)

ABSTRACT 21192

EC 02 1192 ED 026 683
Publ. Date Dec 68 72p.
Patterson, Gerald R. and Others
Direct Intervention in Families of Deviant Children.
Oregon Research Institute, Eugene; Oregon University, Eugene
EDRS mf,hc

Descriptors: exceptional child research; behavior change; behavior development; behavior problems; change agents; intervention; psychoeducational processes; reinforcement; social environment; social influences; socially deviant behavior; teaching methods; emotionally disturbed

It is assumed here that the most effective way of reducing the rate of deviant child behavior is to alter the reinforcing contingencies supplied by the social agents who live with the child. The immediate focus for the intervention program is upon the social environment in which the child lives, because it is the parents, siblings, peers, and teachers who provide the reinforcers which maintain these behaviors. Data are presented in this report from observations made for six children demonstrating the effect of direct intervention in the home and in the school. The sample consisted of boys aged 4 to 12 with multiple problems of the kind typically referred for outpatient treatment. Observations made during baseline, intervention, and follow-up underline the feasibility of training parents, siblings, peers, and teachers to alter the behavior of the identified deviant child. (BP)

ABSTRACT 21205

EC 02 1205 ED 026 694
Publ. Date (68) 69p.
Walker, Hill M. and Others
Special Class Placement as a Treatment Alternative for Deviant Behavior in Children. Section One. Interim Report.
Oregon University, Eugene
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; anti social behavior; behavior change; behavior development; behavior problems; change agents; classroom environment; elementary school students; habit formation; milieu therapy; motivation; reinforcement; socially deviant behavior; social reinforcement

The efficiency of behavior modification technology, as a therapeutic intervention process, has been amply demonstrated. The establishment of special educational settings for modification of deviant behavior, as reported here, provides opportunity for a controlled analysis of the

effects of groups of experimental variables, where treatment in regular classrooms is less amenable to the analysis of cause and effect relationships. This paper described the development and evaluation of a treatment model designed for one class of deviant behavior: hyperactive, disruptive, acting out behavior in the classroom. Some 12 males, in grades 4, 5, and 6, average or above in intellectual ability, were the subjects. Socially acceptable behavior was reinforced by the accumulation of individual and group points exchangeable for free time for high valence activities. A variety of timing and recording devices were used to monitor behavior and points. Observations were made of subjects' behavior in special and regular classrooms. The treatment model proved very effective. Of three components, token reinforcement, social reinforcement, and aversive controls, social reinforcement exercised the greatest control. (BP)

ABSTRACT 21495

EC 02 1495 ED 034 373
Publ. Date Aug 69 71p.
Ashcroft, Carolyn W.
School Achievement of the Emotionally Handicapped Child Following Clinic Treatment.
George Peabody College for Teachers, Nashville, Tennessee
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-32-52-0120-5026

Descriptors: exceptional child research; emotionally disturbed; academic achievement; self concept; self evaluation; testing; program evaluation; parent conseling; psychotherapy; counseling effectiveness; parent attitudes; maladjustment; rating scales

A series of three studies of emotionally disturbed children had, as objectives, to discover the effectiveness of clinical treatment on academic achievement and self concept and to determine if children of parents who also received counseling show more improvement than those whose parents did not. The control (C) group consisted of children who did not receive treatment, although it was recommended; the experimental (E) group consisted of those treated. The results indicated that over a 5-year period there was no significant difference in academic achievement with neither group catching up to normal peers. The E group did better immediately after treatment and then tapered off, indicating that treatment might be more helpful if continued. A second finding was that the earlier the treatment, the more improvement shown. The second study indicated that the C group had a higher sense of physical self concept and identity. It was suggested that the E group became introspective and honest with themselves during treatment, but its cessation left them without the means to utilize these characteristics for personal strength. The parental consistency study was inconclusive. Graphs and tables of results are included. (JM)

ABSTRACT 21696

EC 02 1696 ED 035 113
Publ. Date Mar 66 772p.
Pronovost, Wilbert
The Speech Behavior and Language Comprehension of Autistic Children. A Report of Research.
Parents' School for Atypical Children, Chatham, Massachusetts
National Institutes of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; autism; emotionally disturbed; case studies (education); psychotherapy; play therapy; individual characteristics; clinical diagnosis; family relationship; medical case histories; behavior problems; language handicapped; medical evaluation; self care skills; retarded speech development; residential programs; institutionalized (persons); language patterns; family problems

Thirteen institutionalized children from 4 1/2 to 14 years old, diagnosed as autistic, atypical, or childhood schizophrenic, were observed for three years to obtain a detailed description of their speech and language behavior. Case histories were assembled from available medical and psychological data. During a program of experimental relationship therapy, controlled observations were conducted to evaluate each child's linguistic functioning. Although case studies constitute the main contribution of the research, additional findings were as follow: there was a high incidence of first born males of Jewish parents of relatively high socioeconomic status; severe family disorganization had occurred in seven of the 12 families; prior to residential placement the children had a wide range of diagnoses; many atypical medical signs were present in the children's birth histories and later diagnoses; there was a significant correspondence between reports of their behavior during the study and reports made previously by other case workers; the majority of the children exhibited indifference, unresponsiveness, minimal or no speech, stereotyped or ritualistic behaviors, hyperactive behavior, and eating and sleeping problems. Observations of speech and language suggested central nervous system dysfunction and the language deficits persisted despite the relationship therapy. (JB)

ABSTRACT 22002

EC 02 2002 ED 036 015
Publ. Date 68 27p.
Novak, Arthur L.; Van Der Veen, Ferdinand
Family Concepts and Emotional Disturbance in the Families of Disturbed Adolescents with Normal Siblings.
Institute for Juvenile Research, Chicago, Illinois
Illinois State Department of Mental Health, Chicago
EDRS mf,hc
RR-V5-N3
Research Program in Child Development, 232 East Ohio Street, Chicago, Illinois 60611.
Based on A Paper Presented at the 1968 Annual Convention of the American Psychological Association.

Descriptors: exceptional child research; emotionally disturbed; adjustment (to environment); family environment; perception; family relationship; parent attitudes; family attitudes

To investigate the hypothesis that the degree of disturbance shown by a child is a function of his perception of family adjustment, two groups of 13 families each were studied. Subjects were adolescent patients, normal siblings, parents, and a normal control group of adolescents and parents. Perceptions of the family and ideal family were obtained on the Family Concept Q Sort. Patients were significantly lower than their siblings on perceived family adjustment and satisfaction while normal siblings did not differ significantly from normal controls. Parents of patients scored lower than parents of normal controls. Clinic parents both saw the family as unrelaxed; they perceived involvement and sociability but not an effective or interpersonally satisfying social unit. (Author/RJ)

ABSTRACT 22146

EC 02 2146 ED N.A.
Publ. Date 70 321p.
Roff, Merrill, Ed.; Ricks, David F., Ed.
Life History Research in Psychopathology.
EDRS not available
University of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55414 ($10.00).

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; medical case histories; family relationship; psychological studies; psychopathology; family background; human development; developmental psychology

Presented are 14 papers dealing with such topics as problems in life history research, family and symptom patterns which precede schizophrenia, breakdown factors in children at high risk for schizophrenia, experiential differences between sibling schizophrenics and nonschizophrenics, a life history research strategy using computer processing techniques, and life history differentia of five psychotic types. Other discussions concern drug effects, followups on test eight of the Minnesota Multiphasic Personality Inventory, intellectual antecedents of schizophrenia, a comparison of childhood characteristics and personality disorders between schizophrenics and their siblings, antecedents of character disorder, life history factors relating to adult maladjustment, and life history research in psychopathology. (JM)

ABSTRACT 22413

EC 02 2413 ED N.A.
Publ. Date 65 186p.
Speers, Rex W.; Lansing, Cornelius
Group Therapy in Childhood Psychosis.
EDRS not available
University of North Carolina Press, Chapel Hill, North Carolina 27515 ($6.00).

Descriptors: exceptional child research; emotionally disturbed; psychotic children; preschool children; psychotherapy; group therapy; parent role; parent child relationship; case studies; program descriptions

Presented is an interim 4 year report of a group therapy project with five preschool psychotic children. Included are case histories of the children and their parents, descriptions of the children's mothers' and fathers' therapy groups plus the correlations between the mother and children's groups. Other areas reported are the therapeutic propositions, the symbiosis and psychotic ego of the child, the bad child versus good mother situation, and neurotic family interaction. Also discussed are the third and fourth years of children's therapy, that of their parents, and some results from a later project with younger children. (JM)

ABSTRACT 22568

EC 02 2568 ED N.A.
Publ. Date 69 12p.
Hutt, Corinne; Hutt, S. J.
Biological Studies of Autism.
EDRS not available
Journal of Special Education; V3 N1 P3-14 Win/Spr 1969

Descriptors: exceptional child research; autism; emotionally disturbed; behavior; learning characteristics; biological influences; behavior patterns; neurology; physiology; educational planning

Several observation-type behavioral studies were made of autistic children between the ages of 2 1/2 and 7. Indications were that autistic children had a gaze aversion, avoided groups, and had to be very familiar with an object before examining it. Findings also suggested that the children were in a chronically aroused neurophysiological state and, therefore, novelty of stimuli or changes in routine were likely to elicit disturbed behavior. The study's implications for the handling of autistic children are discussed. (LE)

ABSTRACT 22883

EC 02 2883 ED 040 535
Publ. Date (69) 35p.
Allen, K. Eileen and Others
A Behavior Modification Classroom for Head Start Children with Problem Behaviors.
Washington University, Seattle, Child Development And Mental Retardation Center
EDRS mf,hc

Descriptors: exceptional child research; behavior problems; emotionally disturbed; behavior change; preschool programs; case studies (education); reinforcement; Head Start

A demonstration Head Start class enrolled 12 to 15 children with problem behaviors. The class utilized behavior modification procedures with individualized programing and natural contingencies. Favorable results were noted; three case studies presented concern an aggressively disruptive child, a severely withdrawn child, and a child whose total behavior repertoire consisted of bizarre and maladaptive behaviors which delayed the acquisition of basic motor, social, and verbal skills. (Author/JD)

ABSTRACT 22980

EC 02 2980 ED N.A.
Publ. Date Sum 70 6p.
Graziano, Anthony M.
A Group Treatment Approach to Multiple Problem Behaviors of Autisitc Children.
EDRS not available
Exceptional Children; V36 N10 P765-70 Sum 1970

Descriptors: exceptional child research; autism; behavior change; group experience; emotionally disturbed

A small group of severely autistic children involved in an exploratory project to determine whether such psychotic children, who had resisted all previous treatment, could be significantly helped. The various steps in the program of reinforcement of adaptive behaviors are described. Results after four years show that severely psychotic children can learn complex, cooperative, social behavior, academic achievement, and self control, and that they can be taught to use language. Major autistic characteristics of aloneness and preservation of sameness or severely aggressive and destructive behavior were no longer displayed. It is concluded that nonprofessionals (high school graduates) can be trained in behavioral approaches and can function competently as therapists for children in a behavior modification group program. (KW)

ABSTRACT 23001

EC 02 3001 ED N.A.
Publ. Date Aug 70 11p.
Steeves, Jan M. and Others
Self-Imposed Time-Out by Autistic Children During an Operant Training Program.
EDRS not available
Behavior Therapy; V1 N3 P371-81 Aug 1970

Descriptors: exceptional child research; emotionally disturbed; autism; reinforcement; operant conditioning; self reward; reinforcers; time-out (TO)

Studies are mentioned which have used a time-out (TO) from positive reinforcement (a period of time when positive reinforcement is not available) as punishment, and others suggesting TO may have positive reinforcing properties under certain conditions. Described is a study to determine if autistic children would voluntarily impose TOs during operant training. Two autistic boys, Garry and Peter, received training on a verbal and a printing task. Correct responses were reinforced with tokens exchangeable for popcorn on a 5/1 ratio. When permitted, Garry voluntarily imposed 30-second TOs but was attentive during the rest of the session. When TOs were discontinued, his inattentiveness increased. Peter did not impose TOs, even when the token ratio was raised to 65/1, but his inattentiveness did increase as the ratio increased. Results suggest the necessity of further studies of the conditions under which TOs serve as punishers and as reinforcers, given their increasing use as punishment in behavioral applications with subnormal children. (KW)

ABSTRACT 23181

EC 02 3181 ED N.A.
Publ. Date Aug 70 21p.
Sulzbacher, Stephen I.; Costello, Janis M.
A Behavioral Strategy for Language Training of a Child with Autistic Behaviors.
EDRS not available
Journal of Speech and Hearing Disorders; V35 N3 P256 76 Aug 1970
Based on Papers Presented at Convention of American Association on Mental Deficiency (1967) and Annual Convention of American Speech and Hearing Association (44th, Denver, November 15-18, 1968).

Descriptors: exceptional child research; autism; language instruction; case records; speech therapy; behavior patterns; teaching methods

A case study is presented which demonstrates the use of operant conditioning in language training of a six year old child with grossly deviant autistic behavior. The major emphasis in diagnosis and treatment was on the continuous measurement of changes in objectively defined target behaviors. Long range treatment goals formulated were: deceleration of certain undesired vocal and nonvocal behaviors, acquisition of the language and social skills required for school success, and generalization of these skills away from the clinic. Treatment is described in chronological order beginning with 20-minute sessions, five times a week, in a state of mild food deprivation where acceptable behavior was reinforced with verbal praise and candy. Procedures used for teaching expressive language, extending treatment to the home, treatment of school behaviors, and subsequent speech and language training are described. After three and one-half years, the child had reached grade 4 and his language was essentially normal. (GD)

ABSTRACT 23319

EC 02 3319 ED N.A.
Publ. Date Jul 70 14p.
Sprague, Robert L. and Others
Methylphenidate and Thioridazine: Learning, Reaction Time, Activity, and Classroom Behavior in Disturbed Children.
EDRS not available
American Journal of Orthopsychiatry; V40 N4 P615-28 Jul 1970

Descriptors: exceptional child research; emotionally disturbed; drug therapy; learning processes; reaction time; hyperactivity; behavior change

Twelve emotionally disturbed underachieving boys in a special education class served as their own controls in a three-factor study: drug (methylphenidate, thioridazine, and placebo), dosage (low

and high), and number of stimuli displayed. Methylphenidate significantly increased correct responding, decreased reaction times and hyperactivity, and significantly increased attention and cooperative behavior in the classroom. (Author)

ABSTRACT 30021

EC 03 0021 ED 043 147
Publ. Date Oct 68 66p.
Kessler, H. E.
The Feasibility of Using a Buddy System to Assimilate Handicapped Children Back into the Regular Classroom.
Brainerd Public Schools, Minnesota
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; socially maladjusted; social adjustment; interpersonal competence; childhood friendship; social relations

Selected normal children were paired in a buddy relationship with emotionally disturbed or socially maladjusted children (termed emotionally handicapped) from a special class during a summer outdoor, eight-week nature study program. Purposes were to facilitate social interaction and improve the social relationships of the emotionally handicapped children. Social techniques used are described, as are the devices and techniques used to evaluate the program, which included a social preference scale, structured interviews of children, parents, and staff, and an advisory board of research specialists. The program was reported effective in establishing compatible social relationships between the buddies and the handicapped while under staff supervision (but not in free play), and developing socially acceptable behavior by the handicapped children for longer periods of time and the ability to accommodate to group activities for short periods of time. It was concluded that children aged six to nine years cannot accept the emotionally handicapped as friends but can enjoy such learning programs and be good models of behavior. (KW)

ABSTRACT 30043

EC 03 0043 ED 043 168
Publ. Date Feb 69 80p.
Benson, F. Arthur M., Ed.
Modifying Deviant Social Behaviors in Various Classroom Settings. Monograph No. 1.
Oregon University, Eugene, College of Education
EDRS not available
Department of Special Education, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.15).

Descriptors: exceptional child research; socially deviant behavior; behavior change; intervention; classroom techniques; teacher role; peer acceptance; parent participation; positive reinforcement; conditioned response; special classes

Behavior modification procedures appropriate to the classroom for altering socially deviant behaviors in young children are described. In the first section (Teachers, Peers and Parents as Agents of Change in the Classroom), the classroom is not only the focus of study but also the setting in which treatment, in the form of intervention programs, occurs. How treatment is effected by the teacher, the peer group, and the parents is illustrated. Intervention and conditioning procedures, including a reinforcing work box placed on the student's desk, are discussed, and results with individual experimental subjects reported. The second section, Special Class Placement as a Treatment Alternative for Deviant Behavior in Children, describes the development and evaluation of a treatment model designed to modify hyperactive, disruptive classroom behavior. Special attention is given to the generalization of effects when the student leaves the special classroom for his normal one. Research data is reported. (KW)

ABSTRACT 30075

EC 03 0075 ED N.A.
Publ. Date 70 585p.
Chess, Stella, Ed.; Thomas, Alexander, Ed.
Annual Progress in Child Psychiatry and Child Development 1970.
EDRS not available
Brunner/Mazel, Inc., 80 East 11th Street, New York, New York 10003 ($15.00).

Descriptors: exceptional child research; child development; psychiatry; infancy; cognitive processes; language development; child rearing; disadvantaged youth; clinical diagnosis; classification; mentally handicapped; emotionally disturbed; mental health; Negro youth; nutrition

A total of 37 journal articles in the fields of child development and child psychiatry are reproduced. Specific areas of the studies are: infancy, cognition and language, patterns of child rearing, malnutrition and development, social change and personality, overview of child psychiatry, classification and diagnosis, mental retardation, childhood psychosis, clinical psychiatry, and mental health services. (MS)

ABSTRACT 30161

EC 03 0161 ED 043 179
Publ. Date Jul 70 19p.
Ora, John P.
Regional Intervention Project for Preschoolers and Parents. Final Report.
George Peabody College for Teachers, Nashville, Tennessee
EDRS mf,hc
OE 0-9-520320-4535(619)

Descriptors: exceptional child research; emotionally disturbed; preschool programs; parent participation; preschool children; parent education; regional programs; intervention; program descriptions; program planning; Tennessee

During the planning year, services were provided to 40 children and their families who could not be handled elsewhere. Children were considered high risk due to behavior disorders. Services included a preschool class, parent participation, placement and support services with followup, and supplementary services. The program was served by consultants and an advisory council in addition to the staff. Continuous planning included dissemination of information on successes, analyzing problem areas, determining priorities, extending services, and evaluating the project. The project has been observed by students and other visitors, and a number of papers on the project have been presented. Staff personnel were involved in various inservice training activities. The principle method of evaluation was the measurement of child progress in behavioral terms. Future plans include replications, widening the referral base, inservice training for interested professionals, and further demonstration activities. (MS)

ABSTRACT 30254

EC 03 0254 ED N.A.
Publ. Date Aug 70 8p.
McPherson, Sigrid
Communication of Intents among Parents and Their Disturbed Adolescent Child.
California University, Los Angeles, Department of Psychology
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
Journal of Abnormal Psychology: V76 N1 P98-105 Aug 1970
Based on One Section of the Author's Doctoral Dissertation.

Descriptors: exceptional child research; emotionally disturbed; communication (thought transfer); parent child relationship; adolescents; family relationship

Comparatively unstructured discussions between parents and their disturbed adolescent child concerning an important problem were assessed by means of a coding system designed to measure the intent of each communication family members make to one another in the course of the interaction. Consistent differences were found between child behavior disturbance and parental verbal behavior as assessed by the intent measure when the families were divided into subgroups according to the adolescents' manifest style of problem expression. The findings support the view that there are consistent relationships between different patterns of familial behavior and the symptoms of the adolescent child. (Author)

ABSTRACT 30281

EC 03 0281 ED N.A.
Publ. Date Sep 70 9p.
Ziv, Avner
Children's Behavior Problems as Viewed by Teachers, Psychologists, and Children.
EDRS not available
Child Development: V41 N3 P871-9 Sep 1970

Descriptors: exceptional child research; emotionally disturbed; behavior problems; student attitudes; teacher attitudes; psychologists; childhood attitudes

Eighty-two teachers, 165 eighth-graders, and 45 psychologists in Tel Aviv ranked

30 behavior problems by their severity (based on Wickman's checklist). Unlike similar studies in the U.S., the results showed a positive correlation between teachers' and psychologists' ranking, although teachers considered overt behavior problems more serious and psychologists emphasized withdrawal problems. The children's rankings were more like the teachers' than the psychologists'. It is surmised that this is due to the fact that teachers are important factors in the children's socialization processes and there is continuous interaction between the students and the teachers. (KW)

ABSTRACT 30436

EC 03 0436 ED N.A.
Publ. Date 70 9p.
Nicolaou, Abraham W.
The Relation of Self-Concept and Frustration to Aggression in Emotionally Disturbed and Normal Children Placed in Special and Regular Programs.
Delaware University, Newark
EDRS mf,hc
Paper Presented at the Annual Meeting of the American Educational Research Association (Minneapolis, Minnesota, March, 1970).

Descriptors: exceptional child research; emotionally disturbed; self concept; aggression; self esteem; self evaluation; adjustment problems; behavior; Cooper-Smith Self-Esteem Inventory

To determine whether a functional relationship exists between an individual's self concept, adjustment status, and susceptibility to frustration and aggression, 32 emotionally disturbed and 32 normal boys (ages 9 and 10 years) were administered the Coopersmith Self-Esteem Inventory, a test designed to indicate a composite self esteem score related to the child's perceptions of self, home, social, and school factors. After testing, the students were randomly assigned to a frustration (experimental) or non-frustration (control) treatment. Results of the study showed the expression of verbal aggression to be related to the adjustment status, while actual behavioral expression of aggression indicated no relationship to the status of emotionally disturbed versus normal. Results also revealed the expression of verbal aggression to have a significant but inverse association with the experimental treatment conditions of frustration and non-frustration. There was no significant difference in the expression of either verbal or behavioral aggression for high or low self concept children following frustration, and there were no significant interactions among the three original comparison variables. (RD)

ABSTRACT 30632

EC 03 0632 ED 044 867
Publ. Date 69 118p.
Sundby, Hilchen Sommerschild; Kreyberg, Peter Christian
Prognosis in Child Psychiatry.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($13.50).

Descriptors: exceptional child research; emotionally disturbed; psychiatry; psychological characteristics; followup studies; neurotic children; psychotic children; handicapped children; prognosis

To assess the long term prognosis of psychiatric conditions in children, the study followed up 277 cases admitted to the Department of Child Psychiatry, Rikshospitalet, Oslo. Presented is a description of the children based on their case histories, data at the primary examination, and the findings during admission. A social-psychiatric account of the patients' progress and the disease outcomes is given. Also discussed are the individual symptoms and groups of symptoms which were discovered to be relevant in assessing the prognosis of the various psychiatric conditions. Because the patients had been thoroughly investigated when admitted, but had received little or no formal child psychiatric therapy, the information obtained during the study sheds light on the spontaneous outcomes of the patients' psychiatric conditions. Findings are presented in relation to four main groups of patients: neurotic, psychotic, oligophrenic, and handicapped. (KW)

ABSTRACT 30844

EC 03 0844 ED 044 875
Publ. Date 70 499p.
Shaw, Charles R.; Lucas, Alexander R.
The Psychiatric Disorders of Childhood.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($11.50).

Descriptors: exceptional child research; emotionally disturbed; psychiatry; psychological evaluation; genetics; environmental influences; child psychology; psychotherapy; medical treatment; drug therapy; residential care; etiology; clinical diagnosis

A general textbook on the psychiatric disorders of childhood, the book is intended to be an introductory text for students and practitioners working with children (such as psychiatric and pediatric residents and psychologists, teachers, medical students). The genesis of mental illness is discussed in terms of the contributions of heredity and the effects of experience. The process of the child coming to the psychiatrist is outlined (signs of trouble, sources of referral, diagnostic process). The major portion of the text examines specific disorders: schizophrenia, psychoneurosis, brain damage, learning disabilities, personality disorder, psychopathy, mental retardation, juvenile delinquency, physical illness, sleep disorders, and other clinical syndromes. The discussion of treatment modes covers psychotherapy, residential treatment, psychopharmacologic treatment, and other measures. A concluding chapter focuses on child psychiatry--retrospect and prospect. (KW)

ABSTRACT 31009

EC 03 1009 ED 046 139
Publ. Date Aug 70 75p.
Garfunkel, Frank
Development of a Setting and an Attitude: Disturbance in Head Start.
Boston University, Massachusetts, Head Start Evaluation and Research Center
Office of Economic Opportunity, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; emotionally disturbed; environmental influences; program attitudes; administrator attitudes; bias; research design; administrator role; attitudes; community role; behavior patterns; preschool children; program effectiveness; clinics; Head Start

Presented is the final report of the South End Project of the Boston University Head Start Evaluation and Research Center. In a Head Start community a setting was created to study and service preschool children with emotional and social disturbances from low income homes. During the 3-year project, 112 children were seen, families interviewed, referrals made, special programs developed, and follow-ups initiated. Attention was especially paid to the language used to describe disturbed behavior, the use of alternatives as educational-treatment devices to involve parents and community, the roles of professionals and other workers, and the use of behavioral variation as a conceptual vehicle for facilitating understanding of disturbance. Evidence was presented to support the argument that disturbance has to be studied in particular settings (either created or chosen), and that the findings will be a function of that setting. It is emphasized that, because lower income settings are particularly foreign to middle class researchers, they are very susceptible to bias, and that only after setting-specific connections have been made and understood can generalization be possible. One is warned to be wary of generalizing a problem when it is simply a manifestation of a particular setting. (Author/KW)

ABSTRACT 31042

EC 03 1042 ED N.A.
Publ. Date Dec 68 14p.
Epstein, Estelle P. and Others
Chemotherapy and the Hyperkinetic Child.
EDRS not available
Journal of Education; V151 N2 P47-60 Dec 1968

Descriptors: exceptional child research; emotionally disturbed; hyperactivity; drug therapy; teacher role

To gather information concerning the utilization of drugs specifically with hyperkinetic children, an investigation was made of the current practices utilizing the various amphetamines, the most common drugs used, and persons dealing directly with such children. The concern of the investigation was the problem facing a classroom teacher when confronted with a hyperkinetic child, and ways in which to promote better understanding of the situation. From the information received, assumptions were drawn and

recommendations for teachers were made. (CD)

ABSTRACT 31108

EC 03 1108 ED N.A.
Publ. Date 70 382p.
Kugelmass, I. Newton
The Autistic Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($16.50).

Descriptors: exceptional child research; emotionally disturbed; autism; behavior patterns; child psychology; psychological evaluation; evaluation methods; neurological defects; evaluation criteria; behavior theories; therapy; idiot savants

The text examines childhood autism with the stated purpose of integrating the newer knowledge of childhood autism as complete social aphasia with marked CNS disorganization. The physical, mental, and emotional behavior of the autistic child is described. Assessment of the autistic child is discussed in terms of physical, emotional, behavioral, mental, and language assessment. The assessment discussion also covers autist diagnosis, autist syndromes, and autist differential diagnosis, stating the criteria of various disturbances. The phenomenology of childhood autism is covered in detail. The analysis of pseudogenius in autistic children (idiot-savants) includes interpretation of some representative cases. Neurophysiologic, psychogenic, and biochemical theories as explanations of the mechanism of autism are explored. The discussion of clinical management summarizes home, nursery, school, hospital, and preventive therapy, and the prognostic spectrum. (KW)

ABSTRACT 31261

EC 03 1261 ED 042 210
Publ. Date Jun 70 76p.
Sinnett, E. Robert; Sachson, Angela D.
A Rehabilitation Living Unit in a University Dormitory Setting. Final Report.
Kansas State University, Manhattan
Social and Rehabilitation Service (DHEW), Washington, D. C., Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; college students; rehabilitation programs; rehabilitation centers; dormitories; therapeutic environment

A rehabilitation living unit, founded on the halfway house and therapeutic community models, was established in a university residence hall to provide a resource for emotionally disturbed students who might otherwise require hospitalization or have to leave school. An initial baseline study indicated that a large number of scholastically able students dropped out of school each year because of emotional problems. Over a period of seven semesters 52 male and female clients were treated in a living unit on two corridors of a large university dormitory. Results indicated that severely emotionally disturbed students can be provided satisfactory care in a rehabilitation living unit in a regular university dormitory without remarkable stigma or high risk to themselves or others. Outcome measures for clients showed a decreased dropout rate, symptomatic improvement, and more favorable presentation of self to others as well as indications of increased personal comfort. (Author)

ABSTRACT 31274

EC 03 1274 ED 046 185
Publ. Date Jan 71 30p.
Bijou, Sidney W.
The Technology of Teaching Young Handicapped Children.
Illinois University, Champaign
EDRS mf,hc
Paper Presented at the First Symposium on Behavior Modification (Xalapa, Mexico, January, 1971).

Descriptors: exceptional child research; emotionally disturbed; behavior change; early childhood; teaching methods; socially maladjusted; technology; individualized instruction; research proposals

To fabricate a technology for teaching young school children with serious behavior problems, classroom materials, curriculum format, and teaching procedures were developed, and problems that evolve from the technology investigated. Two classrooms were architecturally designed to provide the basic needs of a special classroom and to facilitate observation of the children and data collection. The basis of the technology was individualized instruction. Research studies derived from the experiment were cited and implications of a technology of special teaching explored. (CD)

ABSTRACT 31301

EC 03 1301 ED N.A.
Publ. Date Dec 70 8p.
Frith, Uta
Studies in Pattern Detection in Normal and Autistic Children: I, Immediate Recall of Auditory Sequences.
EDRS not available
Journal of Abnormal Psychology; V76 N3 P413-20 Dec 1970

Descriptors: exceptional child research; emotionally disturbed; autism; sequential learning; auditory perception; recall (psychological)

As part of a series of studies in pattern detection in normal and autistic children, immediate recall of auditory sequences was tested. Normal, autistic, and subnormal children reproduced from memory binary sequences of the type spoon horse spoon horse horse spoon. Autistic children achieved good recall in the less redundant sequences, but were felt to be relatively impaired in recalling highly redundant sequences. However, this applied only to autistic children with a low memory capacity, while those with a high memory capacity achieved the same level of recall as normal children. The detailed analysis of errors indicated differences between autistic children and the control groups. Even in otherwise incorrectly recalled patterns, normal and subnormal children preserved the dominant rule of the presented pattern. This was not found in autistic children, who instead showed a marked response bias. (Author)

ABSTRACT 31598

EC 03 1598 ED 047 456
Publ. Date 69 57p.
Doernberg, Nanette and Others
A Home Training Program for Young Mentally Ill Children.
League School for Seriously Disturbed Children, Brooklyn, New York
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; early childhood; parent education; parent child relationship; longitudinal studies; family (sociological unit); parent role; program descriptions; intervention

To develop a meaningful intervention for waiting list families and their preschool emotionally disturbed children, a home training program for the parent and child was initiated. The focus of the program was on productive cooperation between parents and professionals. During a period of 2 years, 45 families completed the program. The program consisted of individual instruction with a parent, and parent and professional group meetings on a regular basis. The researchers felt the program of direct approach to parents offered an effective, realistic approach to the very young emotionally disturbed child to whom traditional therapies were often unavailable. It was concluded that the approach improved the mental health of the family by strengthening the parents' self concept and enabling them to use themselves more productively as family members. (CD)

ABSTRACT 31710

EC 03 1710 ED N.A.
Publ. Date Mar 71 5p.
Bullock, Lyndal M.; Whelan, Richard J.
Competencies Needed by Teachers of the Emotionally Disturbed and Socially Maladjusted: A Comparison.
EDRS not available
Exceptional Children; V37 N7 P485-9 Mar 1971

Descriptors: exceptional child research; emotionally disturbed; teacher characteristics; teacher attitudes; socially maladjusted; self evaluation; teacher evaluation

Forty-seven teachers of emotionally disturbed children in a midwestern state completed an 88-item checklist, Teachers' Evaluation of Competencies, which was originally used in a study conducted by Mackie, Kvaraceus, and Williams. A comparison was made between the Mackie study and the present study regarding proficiencies and competencies valued by teachers. Four hypotheses and several corollaries were investigated and evaluated. Significant differences were found in all cases. (Author)

ABSTRACT 31712

EC 03 171[illegible] ED N.A.
Publ. Date Mar 71 7p.
Nelson, C. Michael
Techniques for Screening Conduct Disturbed Children.
EDRS not available
Exceptional Children; V37 N7 P501-7 Mar 1971

Descriptors: exceptional child research; behavior problems; student behavior; socially deviant behavior; behavior rating scales; emotionally disturbed; classroom observation techniques; identification

A direct observation technique was used to investigate differences between children classified as conduct disturbed or normal on the basis of ratings given by their regular classroom teachers. It was found that subjects rated as conduct disturbed engaged in significantly more deviant behavior and significantly less task oriented behavior than subjects rated as normal on a 10-item rating scale. The simultaneous comparison of the overt behavior of children differentially rated by their teacher not only serves as a check on the validity of the teacher's judgment, but also provides a technique for observing the conduct problem child in relation to normative classroom behavior, as perceived by his teacher. (Author)

ABSTRACT 31734

EC 03 1734 ED N.A.
Publ. Date 70 142p.
Hermelin, B.; O'Connor, N.
Psychological Experiments with Autistic Children.
EDRS not available
Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($8.00).

Descriptors: exceptional child research; emotionally disturbed; autism; experimental psychology; psychological evaluation; perception; cognitive ability; behavior theories; language handicaps; stimulus behavior

Dealing with experimental research with autistic children, the book describes psychological experiments with such children designed to explore their abilities and deficits in a number of perceptual and cognitive tasks. Findings from clinical and social psychiatry and the previous few studies carried out by experimental psychologists on autism are summarized. Described in detail are a series of psychological experiments with autistic children using both normal and mentally retarded controls, so that behavior distinguishing autistic children from retardates may be attributed to autism or childhood psychosis and not just low intelligence. Reported are experiments related to visual discrimination, sensory dominance, sensory integration, language, linguistic coding, seriation, recall, responses to internal and external stimuli, attention and adaptation, and responses to people. The concluding discussion analyzes the association between autism and retardation, evaluates theories and hypotheses about autism in the light of these experimental findings, delineates the typical autistic child from an experimental point of view, and points to cognitive and perceptual impairments of autistic children rather than any particular withdrawal from people. (KW)

ABSTRACT 31840

EC 03 1840 ED N.A.
Pabl. Date Apr 71 2p.
Harth, Robert; Glavin, John P.
Clearinghouse: Validity of Teacher Rating as a Subtest for Screening Emotionally Disturbed Children.
EDRS not available
Exceptional Children; V37 N8 P605-6 Apr 1971

Descriptors: exceptional child research; emotionally disturbed; screening tests; teacher role; student adjustment; identification

The study was conducted to determine whether teacher judgments about personality adjustment could be used with validity to screen for emotionally disturbed children, and to investigate the relationship between teacher and peer judgments. Subjects were 786 fifth through eighth graders, on whom teachers completed rating sheets noting their five best adjusted (BA) and five poorest adjusted (PA) students. Pupils completed a sociogram form indicating three most liked and three least liked classmates, and the California Test of Personality (CTP) was administered to them. From children not selected as BA or PA, an equal number were randomly selected and called average adjusted (AA). It was found that the BA group had a significantly higher mean CTP score (119.50) than both the AA (105.22) and PA (92.65) groups. The BA group had significantly more sociometric choices than the other two groups, and the AA had more choices than the PA group. It was concluded that, when the criterion is CTP scores, teacher rating is a valid screening technique for emotionally disturbed students. (KW)

ABSTRACT 31926

EC 03 1926 ED 048 689
Publ. Date 69 115p.
Kestenbaum, Clarice and Others
Evaluation of a Therapeutic Nursery Group.
Hudson Guild Counseling Service, New York, New York
New York State Department of Mental Hygiene, Albany
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; preschool education; educational therapy; evaluation; nursery schools; program descriptions; evaluation methods

A therapeutic nursery group set up to provide emotionally and behaviorally disturbed preschool children with a group play therapy experience was evaluated. The first portion of the report is devoted to the project itself, involving four groups of 20 children each, while part two involves the evaluation. Out of the pool of 80 children, 20 participants were identified for the sample. The evaluation rested primarily on the implementation of a structured schema, an adaptation of the Symptom Checklist, and availability of clinical case records maintained by the consulting psychiatrist and the teachers. Data was noted to suggest that the children learned to cope better, to interact more appropriately with their environment, and to function at a higher cognitive level than previously had been the case. The therapeutic nursery group approach was felt to be particularly effective for those children whose emotional problems were not severe enough to preclude their involvement in a day care center, yet whose problems were such that maximum growth and development was likely to occur only if specialized therapeutic attention was made available. (CD)

ABSTRACT 31933

EC 03 1933 ED N.A.
Publ. Date 71 8p.
Rutter, Michael; Bartak, Lawrence
Causes of Infantile Autism: Some Considerations from Recent Research.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N1 P20-32 Jan-Mar 1971

Descriptors: exceptional child research; emotionally disturbed; autism; etiology; research reviews (publications); literature reviews

Experimental, clinical, and longitudinal studies of infantile autism are reviewed and the evidence with respect to different views on the causation of the condition is considered. Several independent investigations have shown the presence of a severe, extensive defect in language comprehension, in control functions associated with language, and with the processing of symbolic or sequenced information. Circumstantial evidence suggests that this cognitive defect constitutes the primary handicap in autism, the social and behavioral abnormalities arising as secondary consequences. It remains uncertain whether the cognitive/language defect is a sufficient cause for autism or whether some interaction with particular personality attributes or family environment is necessary. The basic cause of the cognitive defect is unknown, although the high rate of fits in intellectually retarded autistic children suggests the presence of some kind of organic brain disorder. Among the intelligent autistic children, there is less evidence for structural brain pathology; it remains possible that in some cases autism may arise on the basis of some maturational disorder or genetically determined condition. (Author)

ABSTRACT 31939

EC 03 1939 ED N.A.
Publ. Date 71 16p.
Schopler, Eric; Reichler, Robert J.
Parents as Cotherapists in the Treatment of Psychotic Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N1 P87-102 Jan-Mar 1971

Descriptors: exceptional child research; emotionally disturbed; psychotic children; parent role; psychotherapy; autism;

therapy

A treatment program for psychotic and autistic children in which parents are helped to function as primary developmental agents is described and evaluated. Research and clinical experience is reviewed suggesting that parents react to their child's developmental disorder, rather than cause the disability. Demonstrations to parents observing through a one-way screen have been focused on corrective approaches to relatedness, competence motivation, cognitive, and perceptual motor functions. Parental participation has also included program sessions and research activities at home. The latter corroborated clinical observations that autistic children responded best to high external structures for acquiring new patterns and to relative freedom to practice those which have been mastered. Initial outcome trends are presented, indicating that parents have been developing effective skills as cotherapists. Objective recognition of their children's disabilities has helped to improve family equilibrium. Substantial improvements in participating children have been noted. Optimal or normal levels of development are prognosticated, depending on IQ, consistency of appropriate education, and degree of impairment. (Author)

ABSTRACT 31993

EC 03 1993 ED 048 717
Publ. Date 71 529p.
Hellmuth, Jerome, Ed.
Exceptional Infant: Studies in Abnormalities.
EDRS not available
Brunner/Mazel, Inc., 80 East 11th Street, New York, New York 10003 ($15.00).

Descriptors: exceptional child research; infancy; psychopathology; child development; anomalies; prenatal influences; infant behavior; neurology; medical evaluation; motor development; mother attitudes; learning theories; premature in-

Designed as a complement to Volume 1 on the normal infant (available as EC 003 414), the text examines the following areas: neurological examination of the newborn, neurobehavioral organization of the newborn, neuropsychology examinations in young children, learning of motor skills on the basis of self-induced movements, factors in vulnerability from infancy to later age levels, smiling and stranger reaction in blind infants, and the Maternal Personality Inventory. Topics are presented on prenatal and perinatal factors which influence learning, individual differences in the measurement of early cognitive growth, the genesis and pathogenesis of speech and language, the auditory environment in relation to language, a theoretical and research base for a program of early stimulation care and training of premature infants, and changes over time in the incidence and prevalence of mental retardation. Behavior disorders and psychopathology are explored through studies on minor physical anomalies and hyperactivity, brain pathology and antisocial disorders, a comparison of infant-mother interaction in infants with typical and atypical behavior, influence of perinatal drugs on neonate behavior, maternal perceptions of the first born, environmental factors, theories of schizophrenia, and abnormal social behavior in young monkeys. (RD)

ABSTRACT 32044

EC 03 2044 ED 049 567
Publ. Date 70 158p.
Bosch, Gerhard
Infantile Autism.
EDRS not available
Springer-Verlag, 175 5th Avenue, New York, New York 10010 ($10.50).

Descriptors: exceptional child research; emotionally disturbed; autism; language development; psycholinguistics; communication (thought transfer); psychological characteristics; language research; case studies

A clinical and phenomenological-anthropological investigation taking language as the guide, the study of infantile autism concentrates upon an analysis of the idiosyncratic language of autistic children and of what is revealed by the way they use it. Following the presentation of very detailed case histories of five of the autistic children studied by the author, some of the important psychopathological and anthropological works on autism in adults are reviewed, and the phenomenological-anthropological preconditions and method of investigation are discussed as a framework for the arrangement of results which follow. After a short description of the pre-lingual autistic child, the analysis of the language and world of autistic children is presented, constituting the major portion of the book. Occasionally comparative sketches of normal infantile development precede the investigations of the abnormal development of autistic children. Complementing the analysis of infantile autism from a phenomenological and existential point of view is a clinical appendix discussing the concept and nature of infantile autism, symptomatology, differences between the Asperger and Kanner syndromes, etiology (genetic, cerebral-organic, and psychogenetic factors and the question of basic disturbance), prognosis and development of the condition, and therapy. (KW)

ABSTRACT 32094

EC 03 2094 ED N.A.
Publ. Date Apr 71 7p.
Wolff, Wirt M.; Morris, Larry A.
Intellectual and Personality Characteristics of Parents of Autistic Children.
University of Texas, Dallas, School of Medicine
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Journal of Abnormal Psychology; V77 N2 P155-61 Apr 1971

Descriptors: exceptional child research; emotionally disturbed; autism; parents; intelligence level; personality; family characteristics; parent influence

Five sets of parents with autistic children, and two with schizophrenic offspring, provided demographic, intelligence, and personality data on their families. Results suggested that Rimland's retrospective checklist was useful in distinguishing between autistic and schizophrenic disorders. Demographic and IQ findings were not supportive of conjectures about parents' remarkable intelligence and achievement levels. Parental MMPI and A-B therapist measures seemed contradictory to related psychogenic hypotheses about severe childhood disturbances. Results were contrary both to positions depicting parents of autistic children as exceedingly brilliant people and as lacking in emotional warmth. (APA/KW)

ABSTRACT 32103

EC 03 2103 ED N.A.
Publ. Date Feb 71 10p.
Alkire, Armand A. and Others
Social Influence and Counterinfluence Within Families of Four Types of Disturbed Adolescents.
EDRS not available
Journal of Abnormal Psychology; V77 N1 P32-41 Feb 1971

Descriptors: exceptional child research; emotionally disturbed; social influences; parent child relationship; adolescents; parent influence

A procedure is described in which social influence messages were elicited from parents and their disturbed adolescents. These messages were used subsequently in a simulated interaction task. Application of a social influence coding system to the influence statements, expectations of others' responses, and actual responses and shifts in responses following awareness of expectations differentiated families of four types of disturbed adolescents. Two parameters of parental behavior were found to be of significance in differentiating among the adolescent problem groups, the overtness of influence usage and maternal-paternal differences in power assertion. (APA)

ABSTRACT 32152

EC 03 2152 ED N.A.
Publ. Date May 71 11p.
Rosenthal, David
A Program of Research on Heredity in Schizophrenia.
EDRS not available
Behavioral Science; V16 N3 P191-201 May 1971

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; heredity; research design; research methodology; research projects; etiology; child rearing

The paper discusses research design and methodology in the investigation of the role of heredity in the etiology of behavioral disorders, specifically schizophrenia. The research mentioned and the models explained take advantage of naturally occurring adoptions to separate genetic and environmental variables. Type of rearing, particularly rearing by or with a schizophrenic relative, was the environmental variable focused upon. Attention

is given to research design in the various studies described, rather than to details of research findings, although some findings presented strongly indicate an important role for heredity in the etiology of schizophrenia. One study presents a design specifically intended to discover heredity-environment interactions. (KW)

ABSTRACT 32154

EC 03 2154 ED N.A.
Publ. Date Apr 71 4p.
Krop, H. and Others
Modification of the Self-Concept of Emotionally Disturbed Children by Covert Reinforcement.
EDRS not available
Behavior Therapy; V2 N2 P201-4 Apr 1971

Descriptors: exceptional child research; emotionally disturbed; self concept; positive reinforcement; behavior change

The experiment was designed to assess the effects of overt and covert reinforcement on children's self-concept. Thirty-six children diagnosed as having various behavior disorders were given items from the Tennessee Department of Mental Health Self-Concept Scale. Following an initial administration of the items, the children were assigned to one of three conditions for a second administration. One group was given covert reinforcement following responses associated with a positive self-concept. Overt reinforcement was contingent upon positive responses for a second group. A control group received no reinforcement following its responses. A third administration of the items followed so that changes from the base line could be evaluated. The results showed that the covert reinforcement group was the only group that changed significantly from the first to the third test. A 2-week follow-up revealed that these changes were maintained. (Author)

ABSTRACT 32156

EC 03 2156 ED N.A.
Publ. Date Apr 71 7p.
Mathis, Harold I.
Training a Disturbed Boy Using the Mother as Therapist: A Case Study.
EDRS not available
Behavior Therapy; V2 N2 P233-9 Apr 1971

Descriptors: exceptional child research; emotionally disturbed; behavior change; parent role; academic achievement; case studies

Structured tasks, games, and operant methods were used to teach reading, communication skills, arithmetic operations, and motor coordination to an 8-year-old illiterate boy with limited verbal facility. Treatment was conducted by the boy's mother in and around the home environment. The boy currently reads at his appropriate grade level, speaks relevantly most of the time, and is making daily progress in all pertinent areas of scholastic and social endeavor. (Author)

ABSTRACT 32167

EC 03 2167 ED 050 499
Publ. Date 71 422p.
Browning, Robert M.; Stover, Donald O.
Behavior Modification in Child Treatment: An Experimental and Clinical Approach.
EDRS not available
Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605.

Descriptors: exceptional child research; emotionally disturbed; behavior change; research methodology; residential programs; research design; Wisconsin Children's Treatment Center

The discussion of applied research in the field of behavior modification as used in child treatment is based on the carefully controlled research design of the Children's Treatment Center in Madison, Wisconsin. The Center provides a total treatment program for emotionally disturbed children and their families while serving research needs and interests. The book features the presentation of a scientific attitude and technical methods for arriving at a meaningful system of applied research into child and family behavioral disturbances. The experimental-clinical method, synthesizing scientific and clinical approaches to behavior, is defined. How this methodology brings scientific rigor to the clinical setting is illustrated in discussions of measurement of behavior variables, specification of treatment procedures, and same-subject experimental designs. Described in detail are the Center's behavior modification programs. The basic intent of the studies is stated to be the development and demonstration of experimental-clinical procedures. Five extensive case studies, composing nearly half of the book, are included to give a day-by-day account of experimental-clinical procedures and to illustrate the values of constant monitoring of treatment effects and of providing total milieu planning. (KW)

ABSTRACT 32208

EC 03 2208 ED 049 589
Publ. Date 70 13p.
Mattson, Robert H. and Others
Assessment and Treatment of Deviant Behavior in Children--Section One: Introduction and Project Overview. Final Report.
Oregon University, Eugene
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; socially deviant behavior; behavior change; behavior problems; class management; research design; research projects

The procedures and results contained in the report define a program of research designed to investigate methods of assessing and modifying deviant behavior within the educational setting. The report has been divided into six sections with section one providing an introduction and project overview. The basic and interim proposal project committments are stated and some of the methodological issues and questions generated during the research such as the teacher variable are briefly discussed. An overview and status of the project is provided by reviewing the content of the other five sections of the report. Section two (EC 032 209) deals with assessment; section three (EC 032 210) discusses treatment; section four (EC 032 211) covers generalization and maintenance; section five (EC 032 212) analyzes teacher behavior; and section six (EC 032 213) details the single subject experiments. (CD)

ABSTRACT 32209

EC 03 2209 ED 049 590
Publ. Date 67 73p.
Walker, Hill M.
Assessment and Treatment of Deviant Behavior in Children--Section Two: Construction and Validation of a Three Stage Model for Identifying and Assessing Deviant Behavior in Children. Final Report.
Oregon University, Eugene
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; socially deviant behavior; behavior rating scales; identification; behavior change; check lists; screening; diagnostic tests; research methodology; test reliability; test validity; test construction; models

The document, part two of a six part project report, discusses the construction and validation of a three stage model for assessing deviant behavior in children. The model was developed to meet the project's measurement, identification and diagnostic goals. Stage one consists of a 50 item behavior checklist which was used as an initial screening device. The scale is normed on elementary grade subjects; and item reliability and validity estimations are completed on the scale. Stage two consists of a 62 item behavior rating scale which is divided evenly between items to measure acting out behavior and items measuring withdrawn behavior. A behavioral observation form was developed for the purpose of measuring task oriented behavior. The form allows simultaneous observation of 13 behaviors, and contains codes for classroom setting, the social consequences of child behavior, and the social agent supplying the consequence. Identification data were collected in stage one and more specific data were collected in stages two and three for diagnostic and treatment prescription purposes. Further details on the project are contained in section one (EC 032 208) overview; section three (EC 032 210) treatment; section four (EC 032 211) generalization and maintenance; section five (EC 032 212) teacher behavior; and section six (EC 032 213) single subject experiments. (CD)

ABSTRACT 32210

EC 03 2210 ED 049 591
Publ. Date 70 102p.
Buckley, Nancy K. and Others
Assessment and Treatment of Deviant

Behavior in Children--Section Three: Construction and Evaluation of a Treatment Model for Modifying Deviant Behavior in Children. Final Report.
Oregon University, Eugene
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; behavior change; reinforcement; research methodology; socially deviant behavior; social influences; longitudinal study

The report is the third in a six part research report. The construction and evaluation of a treatment model using short term placement in a token economy to modify deviant behavior is described. Between 1968 and 1970 the treatment model was replicated on a total of 44 subjects ranging in age from 8 to 12 years. Eight groups of six subjects each were rotated through the experimental classroom for a 2 month period of treatment. Three components of the treatment model--token reinforcement, social reinforcement, and aversive controls, were evaluated in terms of their efficiency in accounting for behavior change. Results were felt to indicate that social reinforcement had the greatest control over the subjects' behavior. Application of the treatment model over a 2 year period was felt to produce measurable changes in classroom behavior and in measured achievement in math and reading. Other aspects of the project are included in section one (EC 032 208) (EC 032 211) generalization and maintenance; section five (EC 032 212) teacher behavior; and section six (EC 032 213) single subject experiments. (CD)

ABSTRACT 32211

EC 03 2211 ED 049 592
Publ. Date 70 44p.
Walker, Hill M.; Buckley, Nancy K.
Assessment and Treatment of Deviant Behavior in Children--Section Four: Evaluation of Three Experimental and One Control Strategy in Facilitating Generalization and Maintenance of Treatment Effects Following Two Months of Treatment in a Token Economy. Final Report.
Oregon University, Eugene
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; followup studies; reinforcement; program effectiveness; socially deviant behavior; behavior change; regular class placement; program evaluation

The document is section four of a six part report on the assessment and treatment of deviant behavior in children. The effects of three experimental strategies were investigated to facilitate generalization of treatment effects following 2 months in a token economy classroom. Forty-four subjects were assigned to one of three experimental strategies, peer group reprograming, equation of external stimulus conditions, and teacher training in behavior management techniques, which were implemented in the regular classroom for a 2 month period. The amount of deviant behavior produced by the subjects was the dependent variable. The average for all 44 subjects was felt to show behavior maintenance effects from treatment during followup. The token economy was considered to have a powerful treatment effect. Other aspects of the project are found in section one (EC 032 208) overview; section two (EC 032 209) assessment; section three (EC 032 210) treatment; section five (EC 032 212) teacher behavior; and section six (EC 032 213) single subject experiments. (CD)

ABSTRACT 32212

EC 03 2212 ED 049 593
Publ. Date 70 70p.
Walker, Hill M.; Buckley, Nancy K.
Assessment and Treatment of Deviant Behavior in Children--Section Five: Investigation of Some Functional Relationships Between Teacher Consequating Behavior and Pupil Performance. Final Report.
Oregon University, Eugene
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; behavior change; teacher attitudes; reinforcement; socially deviant behavior; teacher role, negative reinforcement

The document is the fifth in a six part research report on the assessment and treatment of deviant behavior in children. In attempting to reprogram a social environment so as to maintain behaviors modified in an experimental setting, researchers felt that it was essential that the reprograming take into account the teacher's role as a controlling agent in the regular classroom. Two studies were designed, one to investigate classroom control as a function of teacher dispensed social reinforcers, and the other to collect data on the relationships between the teacher's consequation efforts and production of appropriate and inappropriate behavior and to measure the changes in the teacher's consequating behavior. In the latter experiment, the results from the behavioral observations of 44 subjects were felt to indicate that the deviant child got more than twice his share of attention and that 40% was due to inappropriate behavior. The first study, conducted over a period of 11 weeks in a fifth grade setting, was noted as indicating a high probability of teacher attention to inappropriate behavior (77% of teacher's attention). Systematic manipulation of the amount of teacher attention produced changes in rates of behavior for non-deviant subjects, making the deviant and non-deviant subjects more similar in behavior. (CD)

ABSTRACT 32213

EC 03 2213 ED 049 594
Publ. Date 68 58p.
Walker, Hill M.; Buckley, Nancy K.
Assessment and Treatment of Deviant Behavior in Children--Section Six: Single Subject Experiments Generated by Application of the Treatment Model in the Experimental Class Setting. Final Report.
Oregon University, Eugene
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; behavior change; research utilization; peer relationship; socially deviant behavior; research methodology; class management; positive reinforcement

The studies in section six (of a six part report on the assessment and treatment of deviant behavior in children) investigated questions generated by the application of the treatment model in the experimental class setting (EC 032 210). The first experiment, on attending behavior, was designed to measure the conditionability of attending behavior using a changing schedule of requirements for reinforcement. Manipulation of the reinforcing contingencies were felt to produce measurable changes in the proportion of attending behavior. The experiment on effects of reinforcement, feedback, and punishment on academic response rate was designed to provide data on optimum combinations of consequation variables for improving academic performance. Results were felt to indicate that positive reinforcement and feedback were effective in accelerating rate correct and decelerating error rate. Punishment of specific error responses were noted as proving effective. The experiment on increasing cooperative social interactions with group reinforcement procedures was investigated using six subjects with deviant behavior in a playground situation. The data was felt to suggest that social interactions could be altered through positive reinforcement. (CD)

ABSTRACT 32368

EC 03 2368 ED N.A.
Publ. Date May 71 9p.
McNeil, Thomas F.; Wiegerink, Ronald
Behavioral Patterns and Pregnancy and Birth Complication Histories in Psychologically Disturbed Children.
EDRS not available
Journal of Nervous and Mental Disease; V152 N5 P315-23 May 1971

Descriptors: exceptional child research; emotionally disturbed; prenatal influences; behavior patterns; etiology; perinatal influences

The relationship between current disturbed behavior patterns and histories of pregnancy and birth complications (PBCs) were studied in 61 children (mean age 8.6 years) under treatment for behavioral or pyschiatric disturbance. The hos-

pital birth and neonatal records of the subjects were blindly evaluated, with independent interobserver agreement consistently at 95%. Behavior ratings by treatment center workers were factor analyzed, yielding three factors called Psychotic Withdrawal, Acting-out-Aggression and Organic Signs. No significant relationships were found between type of current behavior patterns and PBC histories. Premature subjects were highly similar to nonpremature subjects in behavioral characteristics. These results were interpreted primarily as supporting a hypothesis of nonspecific effects or a range of effects of PBCs within psychological disturbance during childhood. Postbirth, familial factors might be implicated for acting-out-aggressive children, since Acting-out-Aggression was the outstanding characteristic of children born to unmarried rather than married mothers. (Author)

ABSTRACT 32369

EC 03 2369 ED N.A.
Publ. Date May 71 8p.
Rutt, C. N.; Offord, D. R.
Prenatal and Perinatal Complications in Childhood Schizophrenics and Their Siblings.
EDRS not available
Journal of Nervous and Mental Disease; V152 N5 P324-31 May 1971

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; prenatal influences; etiology; perinatal influences

In order to evaluate the role of reproductive complications in the etiology of childhood schizophrenia, 33 childhood schizophrenics were analyzed with regard to their prenatal and perinatal complications. Controls were their 83 siblings, who represented the best controls of environmental and hereditary variables. Information was obtained from patients' case records, hospital birth records, and birth certificate records. The schizophrenics did not differ significantly from their siblings in birth weight and, while they had a higher rate of prenatal complications, the difference was not significant. However, the schizophrenics did have a significantly higher rate of perinatal complications (p less than .01). It is concluded that, while brain damage alone resulting from birth complications may not explain the unique symptoms of childhood schizophrenia in families already predisposed genetically for the development of this disorder, the addition of birth complications, especially perinatal factors, may be enough to tip the balance and precipitate the disease. (Author/KW)

ABSTRACT 32425

EC 03 2425 ED 050 540
Publ. Date Dec 70 71p.
Hirshoren, Alfred and Others
A Survey of Public School Special Education Programs for Emotionally Disturbed Children.
Illinois University, Urbana, Department of Special Education
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; state programs; national surveys; state standards; statistical data; identification; incidence; class size; administrative policy

The survey examined the current status of special education programing for emotionally disturbed children as required, permitted, and/or prohibited by laws or regulations in each state, and as seen by the state directors of special education or their specialists in this area. These officials in each state completed questionnaires concerned with such parameters as definitions and terminology, prevalence, services available, caseload and class size, diagnosis and placement, administrative organization, and success of programs based on numbers of children returned to regular classes. Following a review of related research since 1960, the data, tabulated by region as well as for the entire country, are presented. Findings reveal that six different terms are used to classify emotionally disturbed children. Prevalence estimates varied from .05% to 15%; most states used an estimate of 2% for educational planning. Most often mentioned educational procedures were special classes, resource rooms, and homebound instruction, in that order. Model class size was 10 students, with the age range in the special class often limited to 3-5 years. Standards for case loads varied considerably. Estimates of children returned to regular classes ranged from 5% to over 90%. The key issue appeared to be that of definition. (KW)

ABSTRACT 32480

EC 03 2480 ED N.A.
Publ. Date 71 340p.
Churchill, Don W., Ed. and Others
Infantile Autism: Proceedings of the Indiana University Colloquium.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($15.50).

Descriptors: exceptional child research; emotionally disturbed; autism; classification; behavior change; therapy; clinical diagnosis; psychophysiology; conference reports

Presented are the proceedings of the Indiana University Colloquium on Infantile Autism covering widely diversified clinical and laboratory investigations. The papers in Part 1 are devoted to the description and classification of infantile autism, and present three empirical approaches to the problem of classification. Part 2, dealing with developmental and therapeutic aspects, covers the development of a behavioral treatment program for psychotic children, a psychoanalytic view of infantile autism and its treatment, the differential effects of behavior modification in four mute autistic boys, and a discussion of treatment approaches. Part 3 focuses upon biological aspects and includes reports of psychobiological and neurophysiological research. The final section contains an analysis of progress in research into infantile autism. Included are the responses of formal discussants and of other participants to each group of papers. (KW)

ABSTRACT 32587

EC 03 2587 ED N.A.
Publ. Date 70 9p.
Feldhusen, John F. and Others
Aggressive Classroom Behavior and School Achievement.
EDRS not available
Journal of Special Education; V4 N4 P431-9 Fall-Win 1970

Descriptors: exceptional child research; emotionally disturbed; behavior problems; aggression; academic achievement

Teachers at three grade levels (3, 6, 9) designated some children as consistently displaying socially approved behavior (N equals 982) and others as consistently displaying aggressive-disruptive behavior in the classroom (N equals 568). Five years later, the following data were collected: English, science, mathematics, and social studies grades; rank in graduating class for original ninth graders; and STEP scores. covariance were conducted with behavior, grade, sex, and home location as independent variables and IQ as the covariate. Aggressive-disruptive children were found to achieve at significantly lower levels after 5 years than their socially approved peers. Implications of these findings for counselors and teachers are discussed. (Author)

ABSTRACT 32591

EC 03 2591 ED N.A.
Publ. Date 71 27p.
Kanner, Leo
Follow-Up Study of Eleven Autistic Children Originally Reported in 1943.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N2 P119-45 Apr-Jun 1971

Descriptors: exceptional child research, emotionally disturbed; autism; followup studies; case studies

The destinies of the 11 children first reported in 1943 as suffering from autistic disturbances of affective contact are brought up to date. Their life histories are summarized succinctly in terms of developmental data, family constellations, clinical observations in the course of the years, the varieties of professional planning, and present status. Attention is called to the subsequent scientific studies of early infantile autism with ever-increasing facilities for research in nosology, biochemical and general systemic implication, and therapeutic amelioration. The need for continued follow-up studies of autistic children is emphasized. (Author)

ABSTRACT 32594

EC 03 2594 ED N.A.
Publ. Date 71 15p.
DeMyer, Marion K. and Others
A Comparison of Five Diagnostic Systems for Childhood Schizophrenia and Infantile Autism.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N2 P175-89 Apr-Jun 1971

Descriptors: exceptional child research;

emotionally disturbed; schizophrenia; autism; clinical diagnosis; classification; evaluation criteria; rating scales

Five diagnostic systems designed to differentiate infantile autism and early childhood schizophrenia were compared by deriving scores on 44 children referred consecutively to the same clinical center. While the autistic scales devised by Rimland, Polan and Spencer, Lotter, and the British Working Party correlated significantly, the degree of correspondence (35%) indicated that several children obtained high autistic scores in one system but low scores in another. The BWP's term Schizophrenia has more correspondence with the term Autism used by others than with Rimland's Schizophrenia. In the DeMyer-Churchill categorical system (early schizophrenia, primary autism, secondary autism, and nonpsychotic subnormal), primary autism most resembles Rimland's concept of infantile autism as measured by his E-1 version. All other systems differentiate psychotic from non-psychotic children but do not distinguish any of the psychotic subgroups. (Author)

ABSTRACT 32595

EC 03 2595 ED N.A.
Publ. Date 71 16p.
Ritvo, Edward R. and Others
Effects of L-dopa in Autism.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N2 P190-205 Apr-Jun 1971

Descriptors: exceptional child research; emotionally disturbed; autism; drug therapy; medical research; L-dopa

A study was designed to determine if blood serotonin concentrations could be lowered in autistic children by the administration of L-dopa and, if so, to observe possible clinical or physiological changes. Following a 17-day placebo period, four hospitalized autistic boys (3, 4, 9, and 13 years of age) received L-dopa for 6 months. Results indicated a significant decrease of blood serotonin concentrations in the three youngest patients, a significant increase in platelet counts in the youngest patient, and a similar trend in others. Urinary excretion of 5HIAA decreased significantly in the 4-year-old patient and a similar trend was noted in others. No changes were observed in the clinical course of the disorder, the amount of motility disturbances (handflapping), percent of REM sleep time, or in measures of endocrine function (FSH and LH). Possible mechanisms by which L-dopa lowered blood serotonin concentrations, increased platelet counts, and yet failed to produce other changes are discussed. (Author)

ABSTRACT 32647

EC 03 2647 ED N.A.
Publ. Date 70 69p.
Rhodes, William C.
The Emotionally Disturbed Student and Guidance.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($1.80).

Descriptors: exceptional child research; emotionally disturbed; conceptual schemes; consultation programs; intervention; models; counseling

The monograph discusses conceptual trends concerning emotional disturbance and describes in further detail, three models. The two models felt to provide the most clearly delineated application for education are the behavioral and the psychodynamic models. The rationale behind these models, some of the research conducted within them, and some of the resultant methods of intervention are included. A brief description of the ecological model and a discussion of a few of the implications for intervention are also presented. Consultation activities are used to elaborate upon treatment. (CD)

ABSTRACT 32703

EC 03 2703 ED N.A.
Publ. Date 71 9p.
Schever, Arnold L.
The Relationship Between Personal Attributes and Effectiveness in Teachers of the Emotionally Disturbed.
EDRS not available
Exceptional Children; V37 N10 P723-31 Sum 1971

Descriptors: exceptional child research; emotionally disturbed; teacher characteristics; effective teaching; student teacher relationship; teacher attitudes

Assuming that effective teachers of the disturbed and maladjusted possess the same characteristics as effective therapists, a research project investigated the relationship between personality attributes and effectiveness in teachers in this area. The Teacher-Pupil Relationship Inventory (TPRI) was used to measure the personality variables of empathic understanding, congruence, level of regard, and unconditionality of regard. A significant gain in academic achievement level was found in those pupils who saw their teachers as possessing a high degree of these attributes. (Author)

ABSTRACT 32803

EC 03 2803 ED N.A.
Publ. Date 70 19p.
Arthur, Bettie; Schumann, Susanne
Family and Peer Relationships in Children with Pararoid Delusions.
EDRS not available
Child Psychiatry and Human Development; V1 N2 P83-101 Win 1970

Descriptors: exceptional child research; emotionally disturbed; parent influence; parent role; family environment; peer relationship; fantasy; adjustment problems; schizophrenia; paranoia

The interpersonal relationships of 13 paranoid, schizophrenic boys (mean age 12, mean IQ 101) were studied in an attempt to understand how their family environment related to their paranoid adjustment. All boys except two had grown up with their natural parents and were either the only or the oldest son living at home. Descriptions are given of the boys' overall early developmental history, development of fantasy, relations to adults, peer relationships, and school adjustment. All of the mothers were found to be deviant enough in heir adjustment to be considered clinically ill, and were essentially felt to be unknowable and empty. All showed a strong tendency to deny their sons' illness, claiming that the child was a genius or very inventive, or placing the blame on other people. Hostility was masked by over-protectiveness alternated with lack of care. Fathers also showed obvious psychopathology; most tended to encourage aggressiveness and to use the son to fulfill their own needs. It was concluded that childhood delusions develop as a slow process of acquisition of distorted perceptions from parents who prohibit corrective influences from outside the home and blame others for bad experiences. (RJ)

ABSTRACT 32835

EC 03 2835 ED N.A.
Publ. Date Jul 71 10p.
Buckley, Nancy K.; Walker, Hill M.
Free Operant Teacher Attention to Deviant Child Behavior After Treatment in a Special Class.
EDRS not available
Psychology in the Schools; V8 N3 P275-84 Jul 1971

Descriptors: exceptional child research; behavior problems; behavior change; teacher attitudes; teacher role; reinforcement; operant conditioning; class management

The study attempted to provide additional information on amounts of teacher attention available to the deviant child within different classroom settings and conditions. Forty-four children (39 males, 5 females; age range 8.1 to 12.6 years), who received high deviancy scores on the basis of teacher report and independent classroom observation, were rated according to the amount of teacher attention and response time during pretreatment, treatment, and posttreatment. The pretreatment setting consisted of 44 regular elementary classrooms, with 44 regular classroom teachers, in 26 separate schools. No attempt was made to alter setting or condition of deviant behavior. The treatment phase consisted of bringing deviant children into a token economy classroom, run by two treatment class teachers. Over a 2 year period, the children were phased into the classroom in groups of six children each for 2 months of treatment, followed by posttreatment return to original classrooms and assignments. The total percent of regular teacher attention to inappropriate behavior fell from an average of 3.83% to 1.68% in posttreatment. These data showed that teachers can effectively decrease their attention time to inappropriate behavior. (CB)

ABSTRACT 32890

EC 03 2890 ED 053 511
Publ. Date 71 39p.
Hawkins, Robert P.
The School Adjustment Program: Individualized Intervention for Children with Behavior Disorders.

Kalamazoo Valley Intermediate School District, Michigan
EDRS mf,hc
Paper Presented at the Annual Kansas Symposium on Behavior Analysis in Education (2nd, Lawrence, Kansas, May, 1971).

Descriptors: exceptional child research; emotionally disturbed; behavior change; program descriptions; reinforcement; teacher role; School Adjustment Program

A School Adjustment Program (SAP) which began in 1966 is the focus of a paper which describes the program (now serving emotionally disturbed children from ages 5 to 15 in six classrooms) and compares it to the program used by Hewitt. The behavior modification procedures and individualized programing used in the classes are discussed. Research conducted with a 13-year old girl who showed a decline in reading performance is reported. In order to eliminate her bizarre answers to oral comprehension questions, the teacher and an aide implemented a series of different reaction patterns involving the amount of attention paid to right and wrong answers. Results showed that the longer the amount of attention paid, the more the frequency of the response increased (i.e., lots of attention paid to right answers, short attention to wrong resulted in a low proportion of errors and vice versa). A combination of long attention and praise for correct answers and short attention for incorrect ones produced the lowest percent of error. Caution in dispensing attention is suggested. (RJ)

ABSTRACT 32981

EC 03 2981 ED N.A.
Publ. Date Jun 71 29p.
Richman, N.; Graham, P. J.
A Behavioral Screening Questionnaire for Use with Three-Year-Old Children. Preliminary Findings.
EDRS not available
Journal of Child Psychology and Psychiatry; V12 N1 P5-33 Jun 1971

Descriptors: exceptional child research; early childhood; behavior problems; child development; screening tests; test construction; questionnaires; test reliability; test validity

Development, reliability, validity, and preliminary findings of a behavioral screening questionnaire for use with 3-year-old children are described. The questionnaire is an attempt to provide a standardized method for distinguishing problematic from non-problematic behavior and for identifying developmental delay. Ninety percent of children attending a psychiatric clinic are identified by one or more of the following criteria: a score of 11 or more points on the behavior scale, inability to speak in three-word phrases, and difficult-to-understand speech. The 10-page questionnaire is appended. (CB)

ABSTRACT 33010

EC 03 3010 ED N.A.
Publ. Date 71 219p.
Kahan, V. L.
Mental Illness in Childhood: A Study of Residential Treatment.
EDRS not available
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($10.00).

Descriptors: exceptional child research; emotionally disturbed; psychotic children; discipline problems; institutionalized (persons); psychotherapy; affection; psychological needs; behavior patterns; case studies

A research study of 71 psychotic and severely emotionally disturbed children (age range 3 1/2 to 14 years) treated at the West Stowell House, England, inpatient unit from 1959 to 1965 was presented. The children, previously unresponsive to institutional psychiatric treatment, were divided into four diagnostic categories: psychosis without organic subnormality or severe subnormality, psychosis with severe subnormality, severe emotional disturbance with subnormality, and conduct disorders. The children were drug free in order that they would present clearer behavioral patterns and responses to nurturing and caring. The residential environmental care with family-based, domestic living units consisted of child-centered intensive care, regressed nurtural care, and long-continuing individual psychotherapy, with emphasis on staff acceptance of regression and hostility, manifest good will, and gradual development of control as the child became aware of the need for it. Aspects of emotional disturbances, influence of family background, scope of parental participation in treatment, problems encountered in placing children after discharge from unit, and 16 case studies were discussed. Cases were assessed on an eight point prognostic scale of diminishing social viability. Results of the residential treatment suggested that psychosis in which rejection, anxiety, or excessive reactivity are major elements has a fair chance of responding to the warm, personal treatment in which nurturing is available explicitly and implicitly. (CB)

ABSTRACT 33027

EC 03 3027 ED 053 523
Publ. Date Oct 70 113p.
Quay, Herbert C.; Glavin, John P.
The Education of Behaviorally Disordered Children in the Public School Setting. Interim Report.
Temple University, Philadelphia, Pennsylvania
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-3-6-062063-1559(032)
BR-6-2063

Descriptors: exceptional child research; emotionally disturbed; behavior change; cost effectiveness; academic achievement; reinforcement; behavior problems; educational programs; resource rooms

To develop and evaluate methods and techniques for the utilization of the principles of behavior modification in the education of behaviorally disordered children in the public schools, eight boys (ages 7 1/2 to 10 1/2, IQ range 84 to 116) constituted an experimental special class group. Their program emphasized bringing under control deviant social behaviors through reinforcement and time out periods. Academic gains were not satisfactory after 1 year, and the program was expanded and revised to place more stress on academic progress. Evidence was found that the second year's program was more effective in modifying conduct and in increasing academic achievement. Research was also done in resource rooms, showing this arrangement to have advantages suggesting greater cost-efficiency than the special class, and in fact resource rooms using behavior modification techniques were found to be the most cost effective, currently available method for the treatment of behavior problem children in public schools. (RJ)

ABSTRACT 33044

EC 03 3044 ED N.A.
Publ. Date 70 90p.
Roth, Robert M.
Underachieving Students and Guidance.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($1.80).

Descriptors: exceptional child research; underachievers; academic achievement; research reviews (publications); psychopathology; neurosis; adolescents; maturation; personality problems; psychotherapy; etiology

Student underachievement was explored in terms of currently available literature, psychodynamics, and treatment. In the research and clinical activity with underachievers at the Illinois Institute of Technology, three distinct psychopathologies were identified: neurosis, nonachievement syndrome, and adolescent reaction. It was pointed out that currently available literature on underachievement provided few conceptual schemes of the underachievement process with which the counselor can work; on the whole, studies have merely indicated that underachievement was related to psychopathology. Conclusions of the author's study supported the view that underachievement was a function of personality rather than intellect, and that amelioration of underachievement problems was a suitable task for psychotherapy. Different personality dynamics were identified for the three kinds of underachievers, with the result that different kinds of psychotherapy were utilized for the three groups. Results of additional research supported the hypothesis that for each level of maturity, there was an appropriate therapy, while all other therapies were meaningless. Further, in terms of grade point average changes, the nonachievement syndrome group was thought to show the most dramatic changes, while the adolescent reaction group was thought to demonstrate moderate changes. The neurotic group demonstrated little achievement change in a short-term relationship. Major theoretical im-

plications of the author's study, briefly developed, conclude the work. (CB)

ABSTRACT 33083

EC 03 3083 ED N.A.
Publ. Date 69 13p.
Anthony, E. James
A Clinical Evaluation of Children with Psychotic Parents.
EDRS not available
American Journal of Psychiatry; V126 N2 Aug 1969

Descriptors: exceptional child research; emotionally disturbed; psychosis; psychotic children; parent child relationship; parent influence; clinical diagnosis; case studies

A clinical evaluation of children with psychotic parents revealed existence of three types of disturbances affecting the children's development. The research sample comprised metropolitan families with one psychotic parent, one parent hospitalized with subacute or chronic physical illness, and control families. The three family groups were matched for socioeconomic, educational, and racial factors. Clinical appraisal involved interviewing and testing each family member by a research team of psychiatrists, psychologists, and social workers. The child was then given a global rating of his adjustment in relation to the process-reactive score of the sick parent, his view of the sick parent's behavior, and the nonpsychotic parent's influence on him. The three disturbances affecting child development were then examined and exemplified by selected case studies. It was found that one disturbance originated in parental psychosis and represented antecedents of adult psychosis. The children in this category tended to be persistently overexcitable, wild, undisciplined, nervous, and restless. A second disturbance was induced by the psychotic parent's imposing delusions, hallucinations, and other psychotic symptoms on the child. A third disturbance was a reaction to parental psychotic environment and took the form of transient situational maladjustment, antisocial behavior, or neurotic reactions. Process, paranoid, and reactive environments were explained as main types of environmental disorganization in psychotic subculture. Induced and environmental disturbances were susceptible to effects of separation from the psychotic influence, while antecedent disturbances continued to manifest themselves episodically despite separation. (CB)

ABSTRACT 33128

EC 03 3128 ED N.A.
Publ. Date 71 9p.
Hall, R. V. and Others
The Teacher as Observer and Experimenter in the Modification of Disputing and Talking-Out Behaviors.
EDRS not available
Journal of Applied Behavior Analysis; V4 N2 P141-9 Sum 1971

Descriptors: exceptional child research; emotionally disturbed; discipline problems; behavior change; verbal operant conditioning; reinforcement; class management; precision teaching

Six studies on behavior change of disputing and talking-out behavior in individual students and entire classrooms were conducted. The subjects (age range 6 to 15 years) were in special education and regular classes and came from white middle class and black poverty areas. In each experiment, the classroom teacher was both experimenter and observer. Behavior was recorded by various means with observation reliability checked by outside observer, another teacher, teacher aide, student, or by use of tape recorder. Range of observation sessions was 15 minutes to an entire school day. Baseline rates were first obtained, followed by extinction of inappropriate disputing or talking-out behaviors and reinforcement of appropriate behavior by teacher attention, praise, and occasionally a desired classroom activity or class surprise. Results indicated a decrease in undesired verbalizations. Reversal of contingencies precipitated a return of undesirable behavior, but recurrence of reinforcement for appropriate behavior brought another decrease in undesired talking. Results demonstrated that teachers can serve as experimenters while teaching, and can conduct research in the classroom while changing undesirable talking behavior. (CB)

ABSTRACT 33210

EC 03 3210 ED N.A.
Publ. Date 71 240p.
Shepherd, Michael and Others
Child Behavior and Mental Health.
EDRS not available
Grune and Stratton, Inc., 757 Third Avenue, New York, New York 10017 ($9.75).

Descriptors: exceptional child research; behavior problems; emotionally disturbed; behavior patterns; mental health; referral; surveys; psychiatric services; longitudinal studies; followup studies

The set of investigations described in the volume examined four major questions related to mental health in childhood: the nature and prevalence of many forms of behavior believed to indicate emotional disorder, the duration of such forms of behavior, factors distinguishing problem children referred to child guidance clinics from problem children not referred, and the degree to which improvement in behavior can be attributed to treatment rather than to development or environmental changes. Questionnaires concerning the child's behavior were filled out by mothers and teachers of over 6000 children, comprising a 10% random sample of the normal school population (ages 5-15) in Buckinghamshire, England. From the survey of parents, a picture of the comparative distribution of each type of behavior in children of each sex at each age level was obtained. Also analysed were school behavior and associations between deviant behavior and social class, family size and position, health, and separation experiences. A followup study involved two matched groups of 400 children, one originally characterized by at least four deviant items, the other deviance free, to investigate duration as well as intensity and frequency of deviant behavior. Parents of children referred to a child guidance clinic and parents of matched controls were interviewed at time of referral and again a year later, to discover factors distinguishing referred from nonreferred problem children. All information collected suggested that behavior suggestive of emotional ill health in children tends to recede spontaneously in response to developmental changes or life circumstances, and therefore duration of disturbance is one of several important factors discussed which must be considered in determining the clinical significance of any item of behavior. (KW)

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